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ABSTRACT

This women's studies course is designed to make non-college bound 11th and 12th grade female students aware of career options and alternatives, as well as of the issues women are raising regarding their place in society. The materials are developed specifically for noncollege students because decisions confront them immediately after high school, yet few career awareness materials are available for these women. Unit 1 examines the status and role of women in education, employment, health, law, and socioeconomic status. Unit 2 presents the various role options available to women, from being single to married, or in a career. Self-awareness and identity are the focus of the third unit. Career development concludes the units, making students aware of present and future employment needs, vocational training, job investigation, job-seeking skills, and remedies for sex discrimination. The units require the use of supplementary materials which are listed within each chapter. (Author/JR)

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# THE CHOICE IS YOURS

## A WOMEN'S STUDIES CURRICULUM

FOR

## NON-COLLEGE-BOUND HIGH SCHOOL GIRLS

DEVELOPED BY:

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SP 008 380

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# TEACHER'S GUIDE

This curriculum was specially developed for non-college-bound 11th and 12th grade girls. It is designed to be used in all-girl classes in subjects such as home economics, family living, psychology, and social studies, though it could also be used in more informal settings for 4-H clubs, Camp Fire Girls, Girl Scouts and other youth groups. We selected non-college-bound girls because they are often confronted with decisions regarding marriage, childbearing and working as soon as they leave high school, while college-bound students are able to put off such decisions for four years. Many of the materials concerning women's role options and careers are oriented toward college-educated women, and we felt a need to counterbalance this trend.

In its present form, the curriculum requires 14-15 classroom hours, although additional time could be profitably spent in further class discussion, viewing additional films, and doing outside projects. Some teachers may find that they must spend extra time explaining unfamiliar words and concepts. Teachers may wish to assign the unit readings and the supplementary literature as homework prior to class discussion; the unit readings, tables, articles, game descriptions and resource list could be photocopied and distributed to each student. The pamphlets can be ordered from the U.S. Government Printing Office or the U.S. Department of Labor Regional Offices.

# CURRICULUM CONTENT

## Unit I The Status of Women

Roles of women: person, citizen, wife, homemaker, mother, worker
Life styles and socio-economic status
Education
Employment
Health
Legal status

## Unit II Role Options for Women

Being Single
Marriage
Housekeeping
Being a mother
Working
Independent activities

## Unit III Self-awareness

Getting to know and like yourself
Being an individual
Establishing life-long goals and priorities
Developing special interests and activities
Playing the "feminine" role

## Unit IV Career Development

Present and future employment needs
Vocational training
Job investigation
Job-seeking skills
Remedies for discrimination

## CURRICULUM MATERIALS

| Item | Total Classroom Time |
|---|---|
| **Unit I The Status of Women** | |
| Printed materials: | |
| Unit reading | |
| "Changing Patterns of Women's Lives" leaflet | |
| "Twenty Facts on Women Workers" sheet | |
| "A Gynecological Examination" article | |
| "The Modern Woman's Health Guide To Her Own Body" | |
| Tables based on "The Choice Is Yours" slide set | |
| Commentary for "The Choice Is Yours" slide set | 50 min. |
| True/false test | |
| "The Myth and the Reality" leaflet | 30 min. |
| Audio-visual materials: | |
| "The Choice Is Yours" slide set | 30 min. |
| "Sex Stereotyping and the Schools" slide/tape set | 20 min. |
| Total time for Unit I -- 130 min. or 3 periods | |
| **Unit II Role Options for Women** | |
| Printed materials: | |
| Unit reading | |
| "Stopping Bad Marriages Before They Start" article | |
| "Deciding Whether to Have Children" article | |
| "Operation: Mudpie" article | |
| "The Old Bus That Could...And Did!" article | 50 min. |
| Audio-visual materials: | |
| "And They Lived Happily Ever After?" filmstrip/tape | 40 min. |
| Role conflict game | 40 min. |
| Speakers: | |
| Single women, married women, housewives, working women | 50 min. |
| Total time for Unit II -- 180 min. or 4 periods | |

Curriculum Materials (cont.)

| Item | Total Classroom Time |
|---|---|
| **Unit III Self-awareness** | |
| Printed materials: | |
| Unit reading | 50 min. |
| Life planning exercise | 20 min. |
| Audio-visual materials: | |
| "Anything You Want To Be" film | 10 min. |
| Total time for Unit III -- 80 min. or 2 periods | |
| **Unit IV Career Development** | |
| Printed materials: | |
| Unit reading | |
| "Job Training Suggestions for Women and Girls" leaflet | |
| "Careers for Women in the 70's" booklet | |
| "Why Not Be an Apprentice?" leaflet | |
| "Why Not Be a Medical Technologist" leaflet | |
| "Everything a Woman Needs to Know to Get Paid What She's Worth" article | |
| "Help Improve Vocational Education for Women and Girls in Your Community" | 50 min. |
| Vocational preference test | 60 min. |
| Audio-visual materials: | |
| "Jobs and Gender" filmstrip/tape | 20 min. |
| "Never Underestimate the Power of a Woman" film | 20 min. |
| Speakers: | |
| Workers in jobs of interest | 50 min. |
| Role-playing game "Jobhunting" | 30 min. |
| Total time for Unit IV -- 230 min. or 5 periods | |
| Supplementary materials: | |
| Teacher's Guide | |
| To the Student | |
| Resource List | |
| **Total Classroom Time -- 14 to 15 class periods** | |

## TO THE STUDENT

This curriculum is intended to tell you about the various choices women make during their lives. While examining the possible alternatives, we will discuss some of the problems women face as well as some of the issues women are raising regarding their place in society. We won't tell you what to do with your life or what type of person you should be. Instead, we will provide you with some information which should help you decide what is best for you. Not all of this information may seem relevant to you at this time. But it may prepare you for sometime in the future when you are about to make a major decision.

We hope that you will learn something about yourself as you progress through this curriculum. If you remember nothing else from this course, we hope that you will at least begin to think about what you want in life and how you will go about achieving some of the goals you have set for yourself.

This is your course--have fun with it!

# UNIT I

## THE STATUS OF WOMEN

ROLES OF WOMEN

LIFE STYLES AND
SOCIO-ECONOMIC STATUS

EDUCATION

EMPLOYMENT

HEALTH

LEGAL STATUS

# UNIT I THE STATUS OF WOMEN

## Objectives

1. To give a general picture of the present situation of American women in terms of their socio-economic status, education and employment.
2. To provide information about some common health problems that women face.
3. To point out ways in which laws affect women.

## Roles of Women

Person: Every woman is a unique individual, with her own likes, dislikes, hopes and dreams. Within our society, women should be allowed to be individuals, to be the kind of people they want to be. No woman should feel that she has to look or act in a certain way to be accepted by others. And no woman should feel that she is a failure in life because she does not conform to the expectation that she will marry, have children, and become a housewife.

Citizen: Every woman is a citizen of her community, her town, her state, and her country and has a responsibility to each of these units to uphold its laws and to express her opinions regarding proposed changes and needed improvements. A citizen must uphold all laws, pay taxes, and be available for jury duty. In return, each citizen receives the privileges of voting in elections, protection by police and fire departments, and access to public schools. Many women work hard in their communities to improve conditions in the schools and in the quality of life in general.

Wife: About 85% of all American women marry at least once. Some women are very happily married; they enjoy the warmth and security of marriage and they love and respect the specific individual they selected as a husband. Other women are unhappily married; they feel trapped, unloved, or unappreciated.

Homemaker: Many women do most of the housekeeping chores in their homes, such as washing dishes, cooking, cleaning floors, bathrooms, tables and other surfaces, and washing and ironing clothes. Other tasks such as shopping, budgeting, repairing household items and appliances, and organizing social functions often fall to the homemaker.

Mother: Some women feel that having a baby is the most important thing that ever happened to them, while others find that caring for infants and small children can be tiring and time-consuming. Today, many women are having small families, while others have decided to remain childless or to adopt children.

Worker: Women work in a variety of jobs. Some women find working rewarding and challenging; they enjoy getting to know their co-workers and getting things accomplished. Some women work only out of necessity; they find their jobs tedious and uninteresting, and they complain that they don't have enough time to spend with their family and friends.

Life Styles and Socio-economic Status

Women may play any or all of the roles mentioned above, On television, we see women mainly as middle-aged housewives and mothers or as young, single women. In magazines, we read about glamorous movie stars and entertainers. In reality, these images are only partly true. Many women are housewives and mothers, but each one is an individual in her own right. Some women work full-time, others are active in community projects, while others sew clothing or paint pictures. Some women live alone, or with a roommate, or in a commune.

A woman's socio-economic status is usually related to her own family's status or to the man she marries. Some women move up in the world by using their intelligence or beauty. Since women are more likely than men to be working in low-paying jobs and they are often dependent on men for financial support, they are also more likely than men to be poor. For example, 40% of the families classified as poor are headed by women, whereas only

10% of all families in the United States are headed by women. Many of these low-income families must depend upon welfare payments because the female head cannot make enough money working to support her family.

Education

Throughout the elementary grades and high school, girls do as well as, if not slightly better than boys in academic achievement. Females comprise 51% of all high school graduates. (See Table 3) However, fewer women enroll in college or professional training courses; only 40% of all college graduates are female. Of all of the qualified youngsters who do not attend college, three-fourths are female. School enrollment figures, which include students in vocational training as well as in college, decrease considerably for females from the age of 17 on. (See Table 2) The widest gap between males and females enrolled in school comes between the ages of 19-24, a time when young people are acquiring training and skills for long-term employment. Young women are not preparing themselves for future jobs and careers, although the Department of Labor estimates that 9 out of 10 girls will work at some time in their lives.

Employment

More women are working today than ever before. This is partly due to the fact that women are living longer, and partly because they are having smaller families and spending fewer years raising children. In 1900, the average woman lived only 10 years after her children were grown up. In 1970, the average woman will live 45 years after her children have grown. (See Table 6) The leaflet "Changing Patterns of Women's Lives" describes some of the differences between women today and women in 1920.

Nearly half (44%) of all women between the ages of 16 to 65 work. Of this number, 42% work full-time, year-round, while the remainder work less than 35 hours a week or less than 50 weeks a year. Contrary to the common assumption that most women are housewives, at least 43% of all women in every age group up to the age of 65 work. (See Table 8)

One-third of all employed women are clerical workers (stenographers, typists and secretaries). Nearly one-fifth of all female workers are in service occupations (cook, waitress and nurse's aide); 14% are professional and technical workers (mainly teachers); 13% work in semi-skilled jobs (mainly in factories). (See Table 9)

Most women work because they need the money to support themselves and their families. Four out of every 10 women who work do not have husbands--they are either single, widowed, divorced or separated. Of the married women workers, 30% have husbands who earn less than $7,000 annually ($135 weekly). Only 30% of all women workers have husbands who earn more than $7,000 annually. (See Table 12)

It is a well-known fact that women earn much less than men, even in jobs requiring similar training and experience. On the average, women earn $3 for every $5 earned by men with similar jobs. The difference in pay is greatest for sales workers; women earn less than half of the amount that men receive in sales work. Clerical workers (secretaries and file clerks) and professional and technical workers (teachers, social workers, doctors, nurses, lawyers, etc.) earn about two-thirds as much as men, the highest proportion of earnings compared to men. (See Table 10) With regard to education, women also earn less than men with the same background. For example, a female high school graduate earns 58% of the income of a male high school graduate. A man who has completed less than eight years of school earns more than a female high school graduate, while a male high school drop-out makes a higher salary than a female college graduate. (See Table 11)

Because women have less earning power than men, families headed by women are more likely to be poor. Four times as many poor families--white and black--are headed by females than by males. (See Table 13)

There is some evidence that women have a harder time finding jobs than men. Females aged 16 and over have a higher rate of unemployment than men, especially after the age of 25. Girls between the ages of 14 to 15 have a slight advantage over boys in finding work. (See Table 14)

The sheets "Twenty Facts on Woman Workers" and "The Myth and the Reality" give more detailed information on women's employment.

## Health

Women have a special set of health problems related to sexual intercourse, birth control, childbearing and cancer. In many cases, these problems can be treated and cured in their early stages if the woman has regular medical check-ups. It is also important for women to learn to recognize the symptoms of various disorders so that they can consult a doctor at the first sign of trouble. Early detection and treatment can save lives.

Women should begin having annual internal examinations by a gynecologist (a doctor specializing in women's problems) or by a general practitioner under any one of these conditions: if they have irregular periods, or very heavy or light periods; as soon as they begin sexual intercourse; or after the age of 18. The article "A Gynecological Examination" tells you what to expect when you go to the doctor and explains the various tests used to check for vaginal infections, venereal disease, and cancer. "The Modern Woman's Health Guide to Her Own Body" goes into more detail about the health problems of women.

## Legal Status

Many states have laws which distinguish between males and females in a variety of ways. In some states, females are considered adults at an earlier age than boys; this permits them to marry earlier without their parents' consent, but it also makes them more liable to receive a jail sentence rather than probation for such crimes as shoplifting and possession of drugs. In some states, adultery (being unfaithful to one's husband or wife) is a serious crime for women but a minor offense for men.

Employment laws which were originally designed to protect women are now used to keep them from advancing to higher-paying, more prestigious jobs. For example, some state laws specify that a woman cannot lift a weight of more than 25 pounds, while others prohibit women from working more than 8 hours a day.

The laws related to marriage usually treat the wife as part of her husband's property. In most states, a married woman must take her husband's place of residence as her own; this affects the wife's income tax returns, car registration, driver's license, and eligibility for certain benefits such as welfare payments or reduced tuition at state universities. In some states, a married woman cannot set up an independent business without obtaining court approval.

Some long-standing practices have only recently been challenged in the courts. Single women have found difficulty in obtaining credit or loans, even when they have relatively high incomes. When married women apply for charge cards and credit, the accounts are often opened in their husbands' names regardless of the amount of income the wives have. Couples applying for mortgages in order to buy a house are frequently told that only the husband's income can be counted in determining the size of the loan. A practice which prevents women from obtaining higher education is the setting of quotas and higher admission standards for women by state-supported universities.

Two federal laws prohibit discrimination in employment on the basis of sex. The Equal Pay Act of 1963 states that employees doing similar jobs must be paid the same wages. The Civil Rights Act of 1964 and the Equal Employment Opportunity Act of 1972 state that an employer cannot discriminate against an individual on the basis of sex (as well as race, color, creed, and national origin) in hiring or firing, wages, fringe benefits, promotion, training, or in any other conditions of employment. Women who feel that they have been discriminated against can file a complaint with the Equal Employment Opportunity Commission and can initiate a legal suit.

Discussion Questions

1. Should men share housekeeping chores and childcare equally with women?
2. Should women enroll in advanced training programs, even though they plan to marry and have children?
3. Should women receive equal pay for doing the same work as men?

4. Should employers give preference to men in hiring new employees?
5. Why should women have medical check-ups when there's nothing wrong with them?
6. Should some laws distinguish between males and females, or should both sexes be treated the same?

Supplementary Reading

"Changing Patterns of Women's Lives" leaflet
"Twenty Facts on Women Workers" sheet
"A Gynecological Examination" article
"The Modern Woman's Health Guide To Her Own Body" article
Tables and commentary based on "The Choice Is Yours" slide set
"The Myth and the Reality" leaflet

## TRUE/FALSE TEST

DIRECTIONS: Circle the correct answer.

| | | | |
|---|---|---|---|
| 1. | Only a small proportion of women work. | True | False |
| 2. | Most women work to earn extra money to buy luxury items. | True | False |
| 3. | Women miss many more days of work than men. | True | False |
| 4. | Women are more likely to quit their jobs than men. | True | False |
| 5. | Men don't like working for women bosses. | True | False |
| 6. | Men are better at most jobs than women. | True | False |
| 7. | Mothers should stay home and take care of their children if they don't want them to become juvenile delinquents. | True | False |

## ANSWERS TO THE TRUE/FALSE TEST

The answers are all false. For a more complete explanation of the answers, see "The Myth and the Reality" sheet included in the kit.

1. More than half of all women between 18 and 64 years of age are in the labor force.
2. Nearly half of the women in the labor force work because of pressing economic need.
3. There is little difference in the absentee rate due to illness or injury; 5.9 days a year for women compared with 5.0 for men.
4. The differences in turnover rates for men and women are generally small. In the manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women.
5. Those who have worked with women managers generally are favorable toward the idea of women in management.
6. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.
7. Studies show that the quality of a mother's care rather than the time spent in such care of of major significance in affecting juvenile delinquency.

REQUIRED AUDIO-VISUAL MATERIALS -- HIGHLY RECOMMENDED

Subject Area: Status of Women (general)

Title: THE CHOICE IS YOURS

Format: 16 color slides with written commentary

Length: 20-30 min.

Distributor: Film Library
Dept. of Communication Arts
Roberts Hall
Cornell U.
Ithaca, N.Y. 14850

Cost: Can be loaned for postage costs or reproduced for $5.60 (35¢ per slide) plus postage.

Synopsis: Topics covered include: school enrollment, educational attainment, teenage marriages, career aspirations, average period devoted to raising children, women in the labor force, comparisons of men and women according to occupation and income by occupational and educational level, women and poverty, unemployment, family size and employment, and family sharing of household work. Much of the information is based on reports from the U.S. Bureau of the Census and the U.S. Dept. of Labor.

Comments: See the following pages for slide commentary and a listing of the sources. Slides 1-14 are included as supplementary materials to be photocopied for the students.

Table 1

# THE CHOICE IS YOURS

Table 2

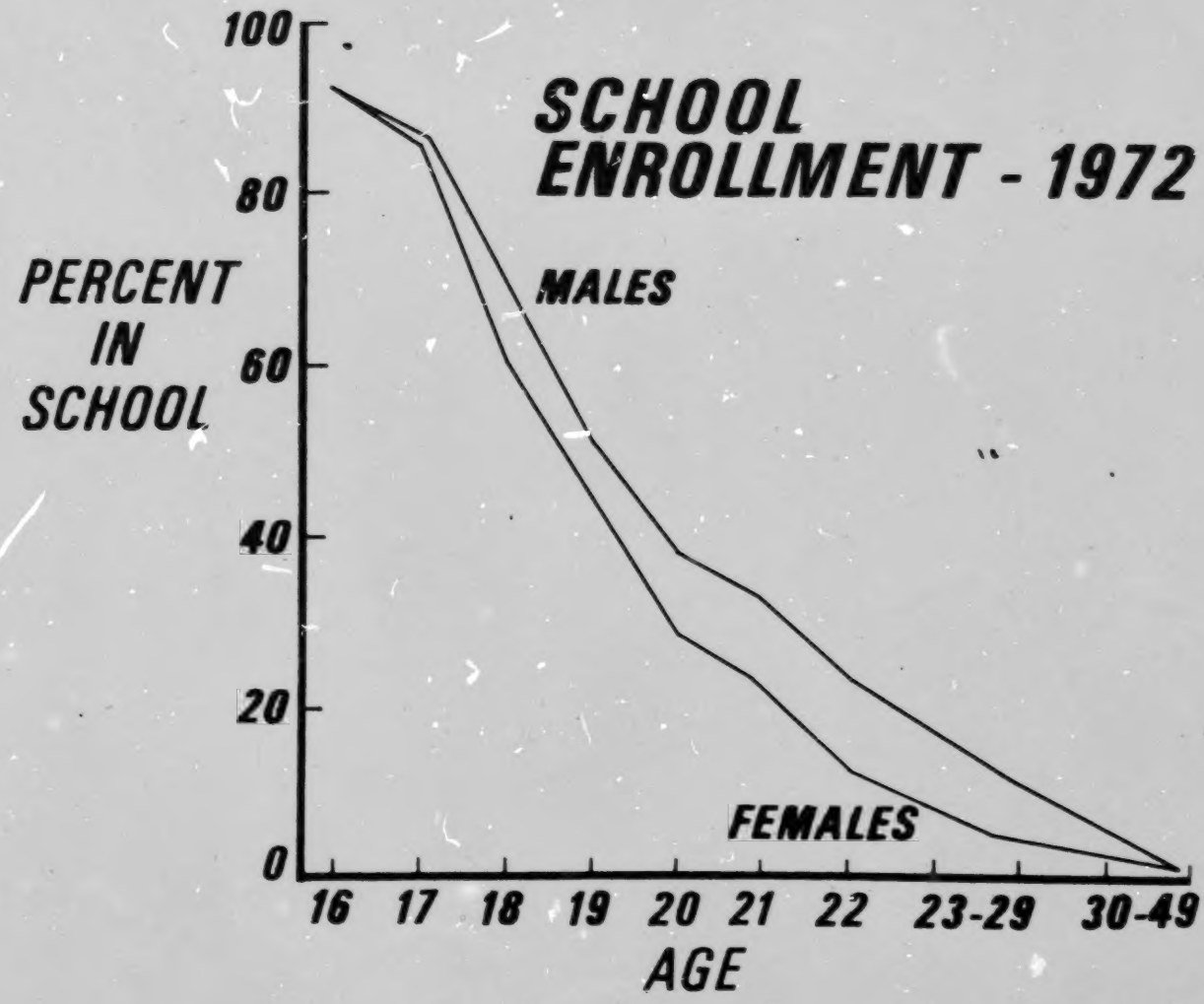


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Table 3

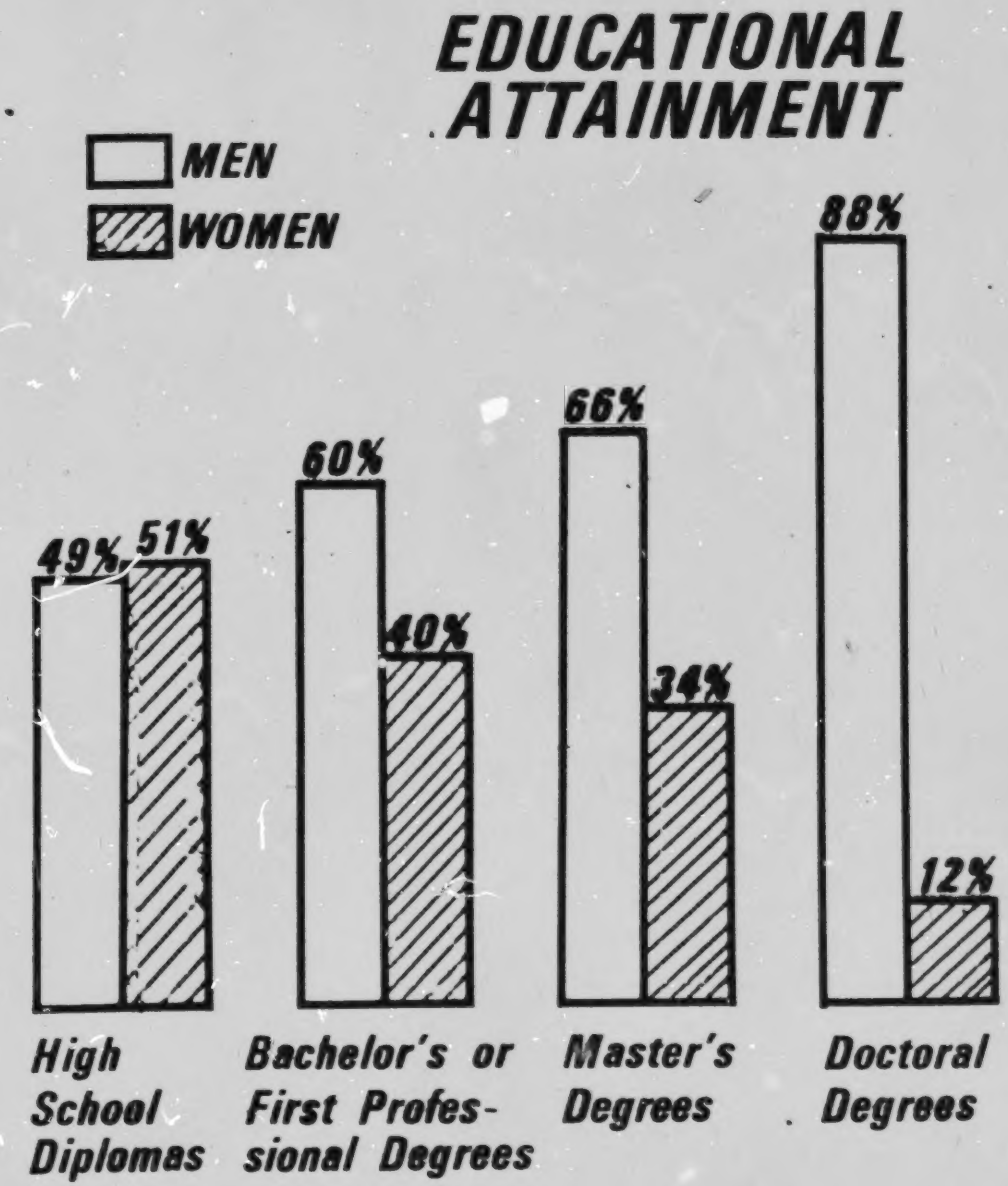


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Table 4

# TEENAGE MARRIAGES

- *28% of all teenage girls marry before the age of 20.*
- *Half of all teenage brides become pregnant before their wedding.*
- *Half of all teenage marriages break up within 5 years.*

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Table 5

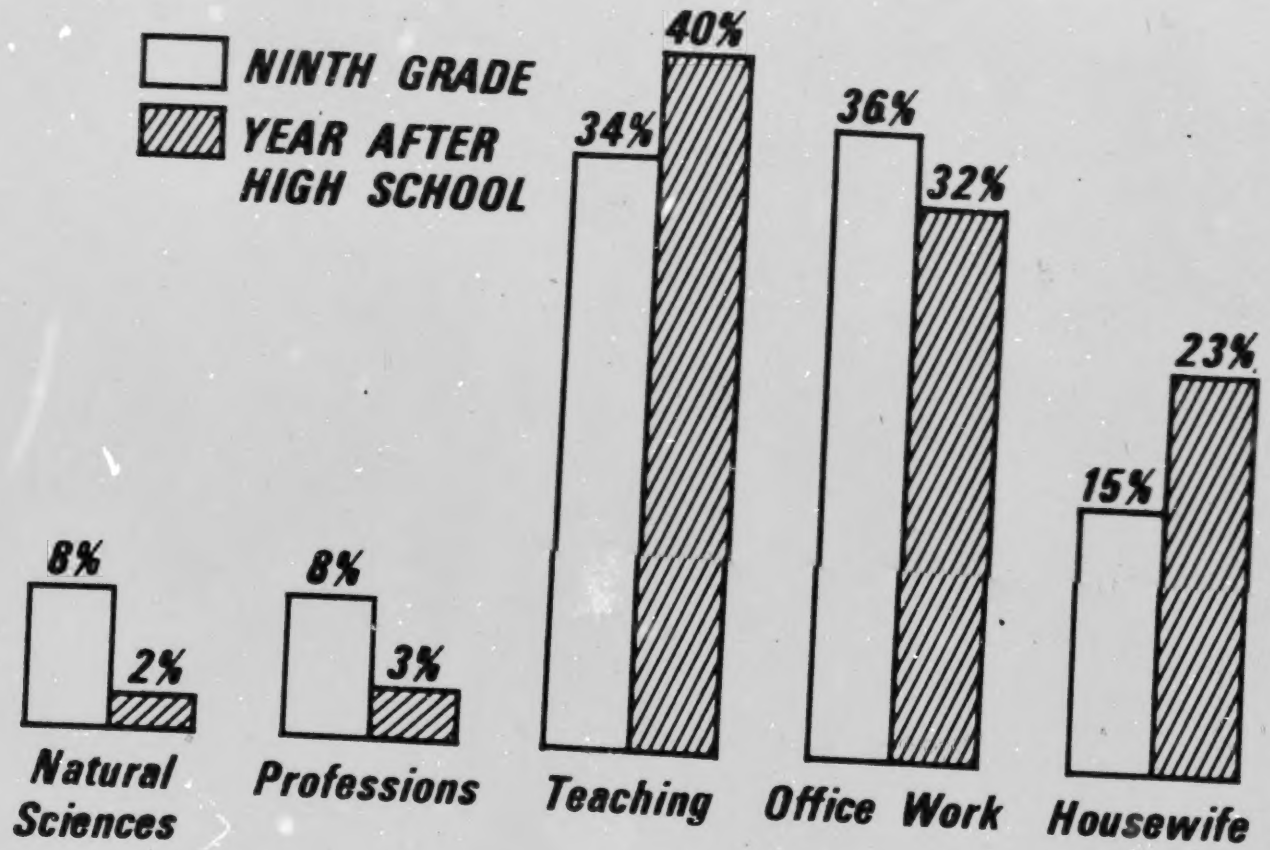


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Table 6

# AVERAGE PERIOD DEVOTED TO RAISING CHILDREN

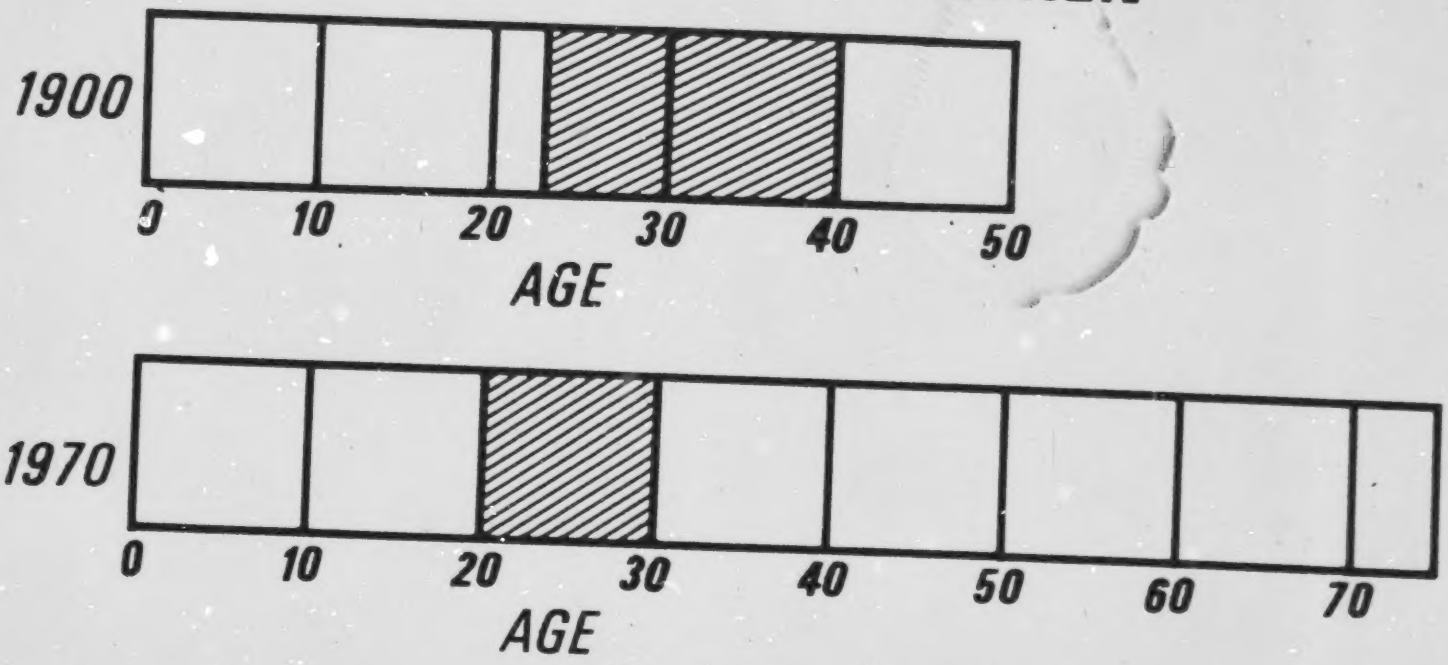


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Table 7

# WOMEN IN THE LABOR FORCE - 1972

- 4 out of 10 workers are women.
- 3 out of 5 women workers are married.
- 2 out of 5 women workers have children under the age of 18.

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Table 8

# WORKING WOMEN -1970

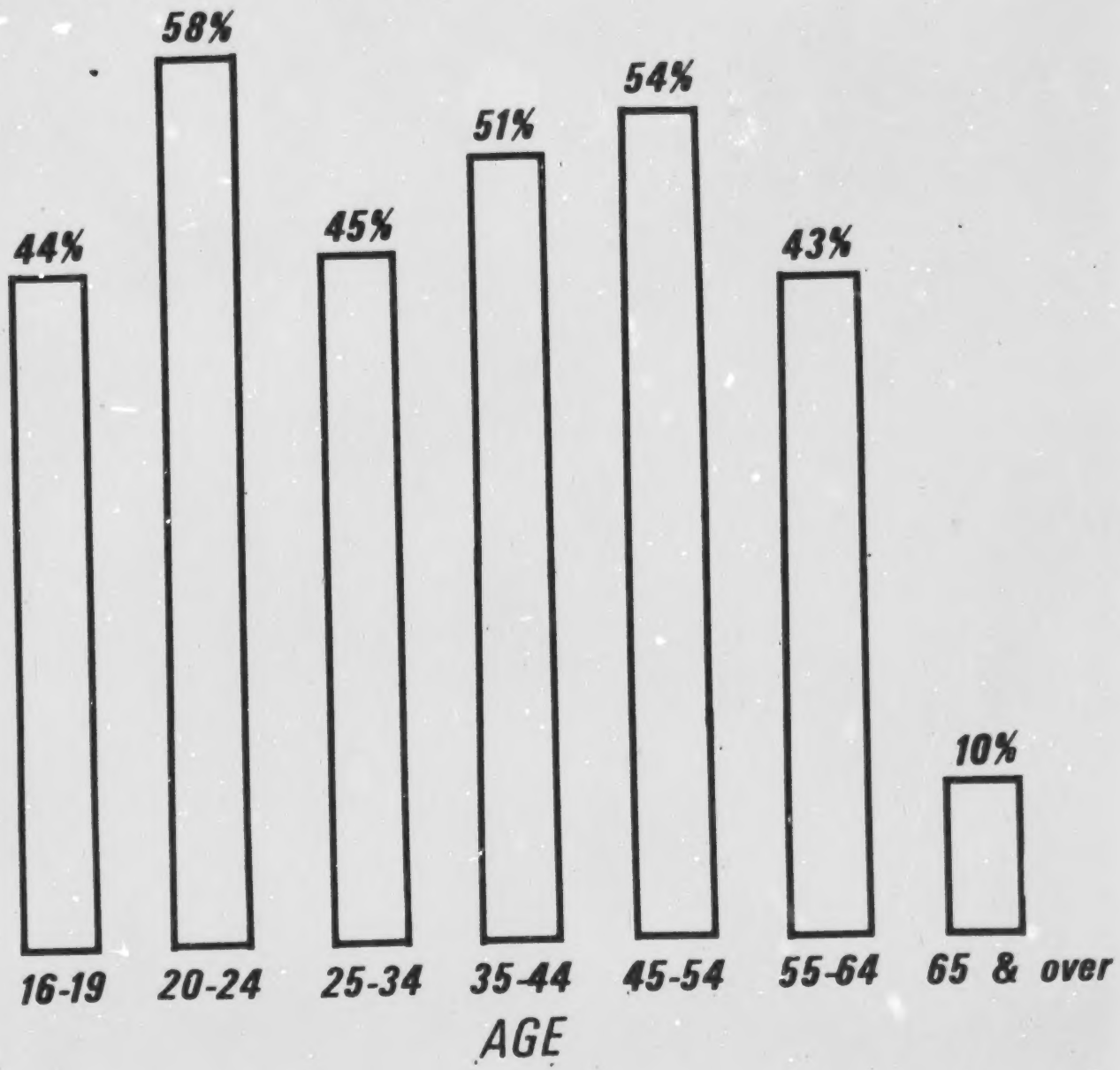


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Table 9

# OCCUPATIONS - 1968

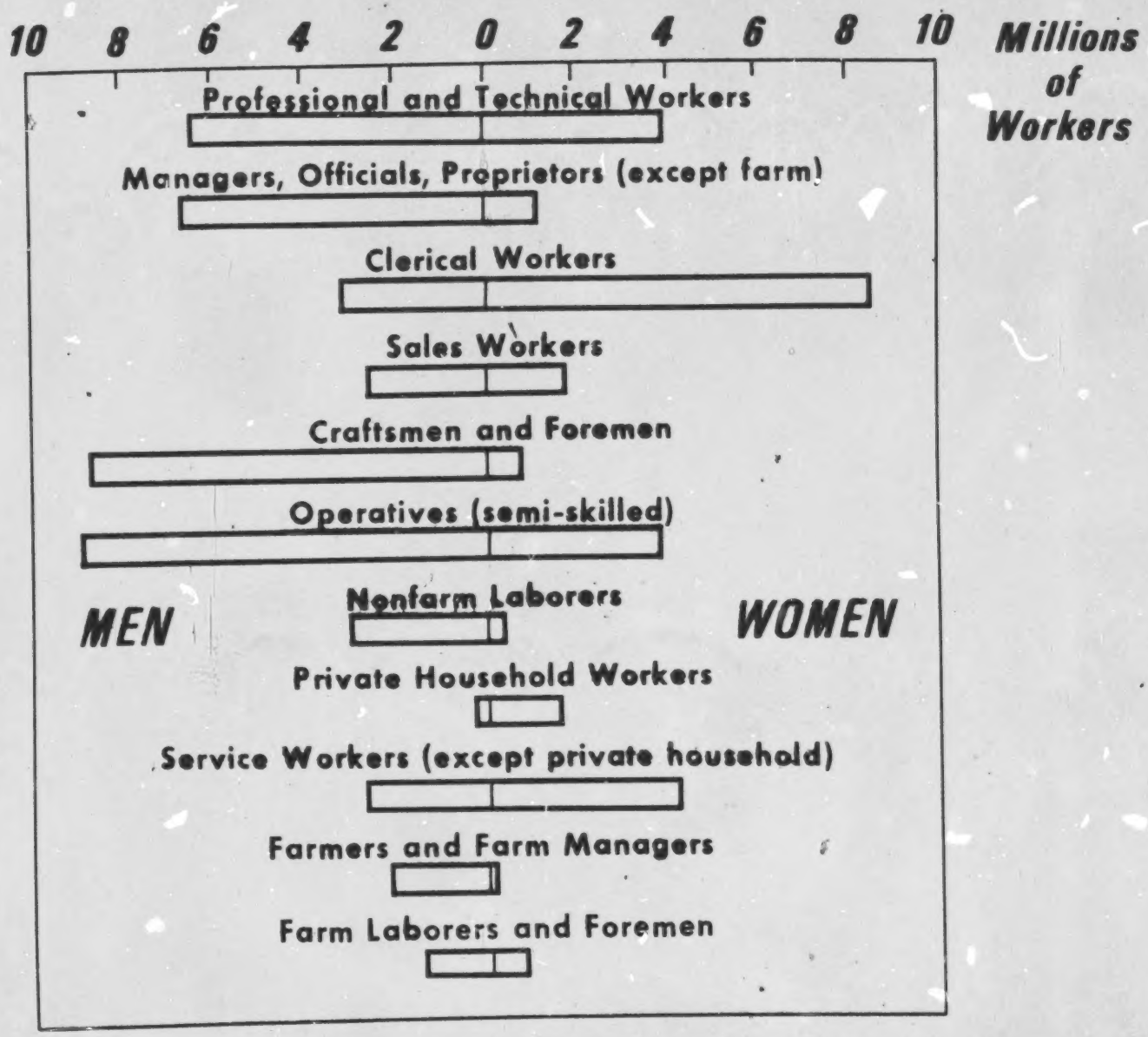


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Table 10

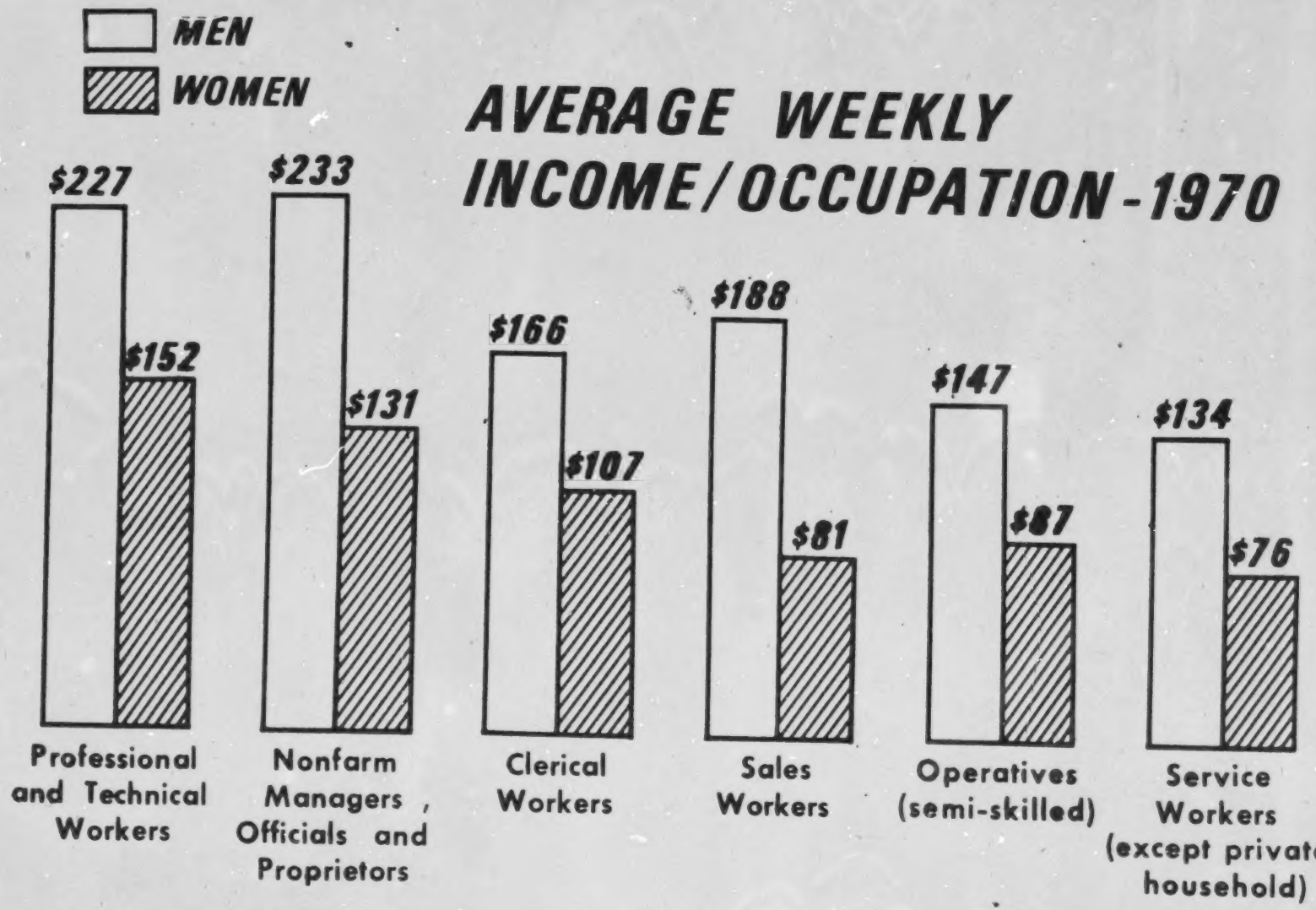


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Table 11

# AVERAGE WEEKLY INCOME / EDUCATION - 1970

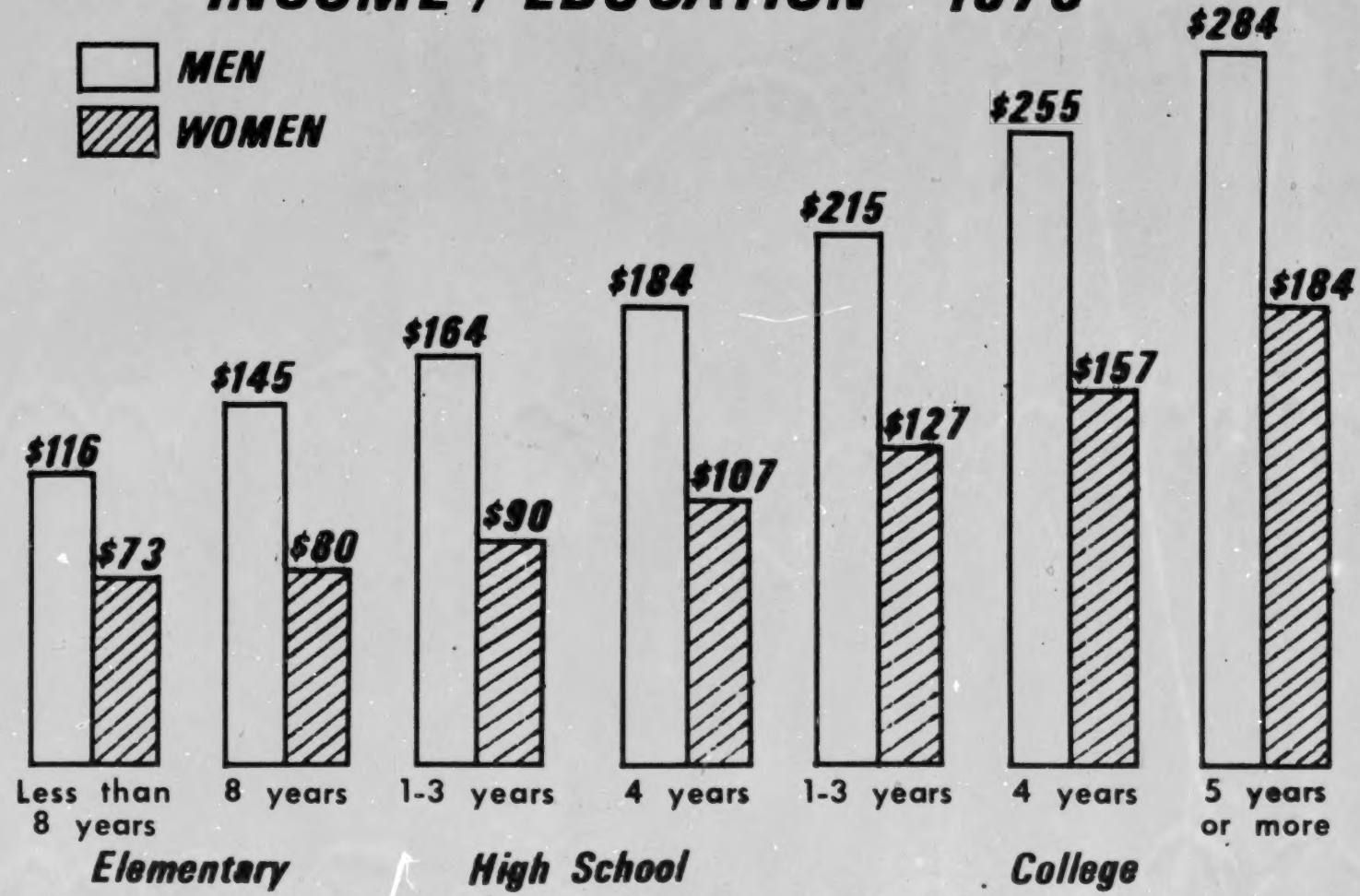


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Table 12

# MOST WOMEN WORK BECAUSE of ECONOMIC NEED (1968)

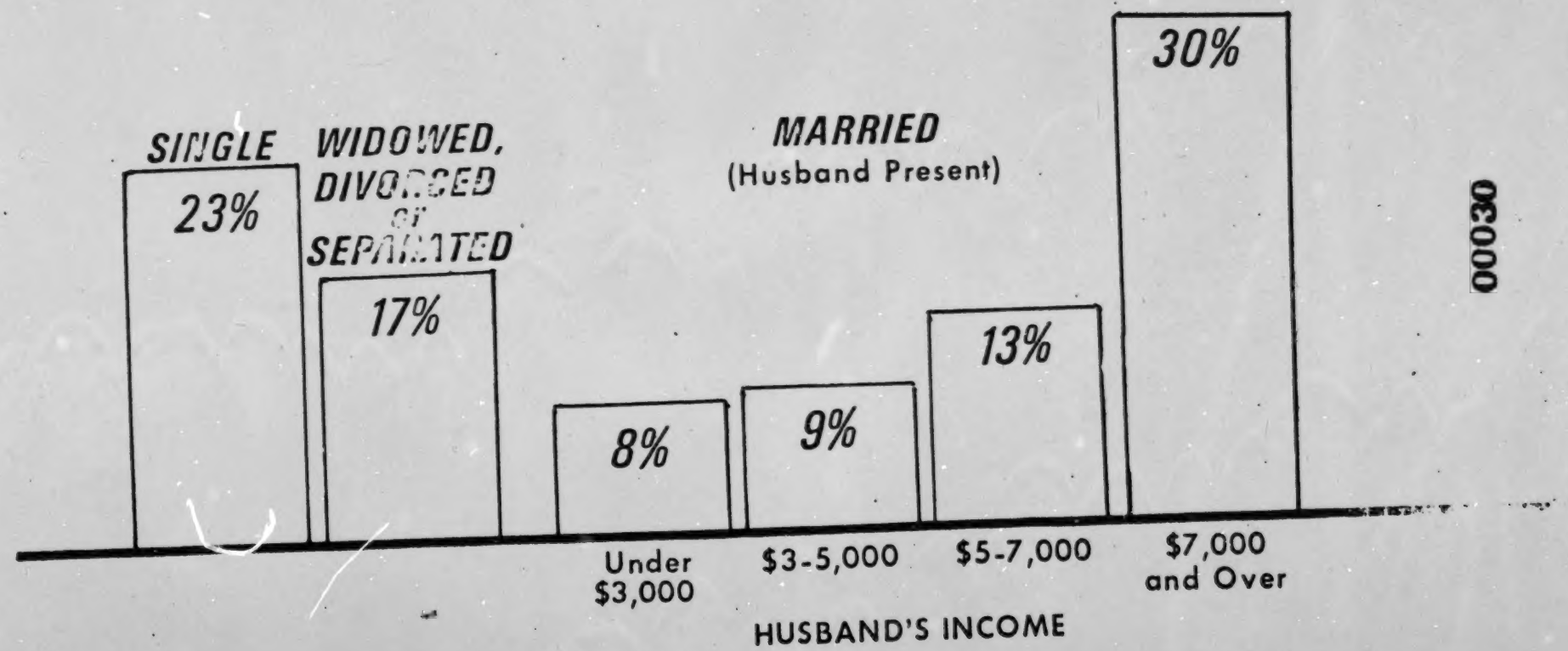


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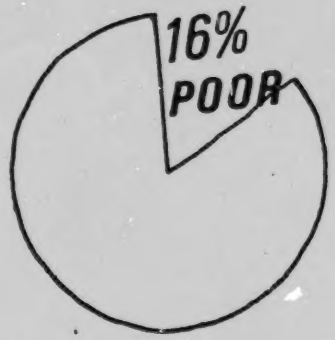
Table 13

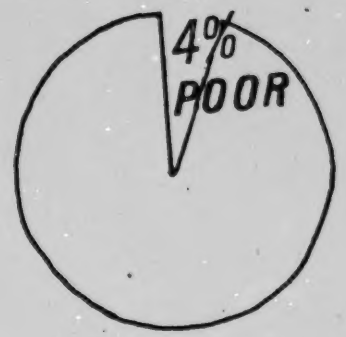
# POVERTY IS HIGHEST in FAMILIES HEADED by a WOMAN WORKER

## WHITES

Headed by Woman Worker
(2,386,000)

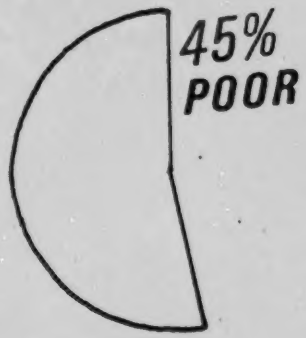



Headed by Man Worker
(36,322,000)




## MINORITIES

Headed by Woman Worker
(850,000)




Headed by Man Worker
(3,245,000)

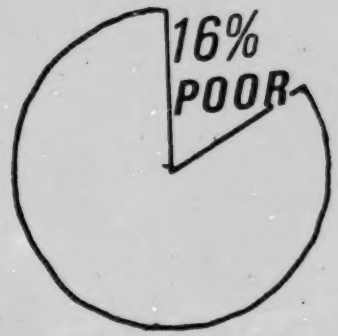



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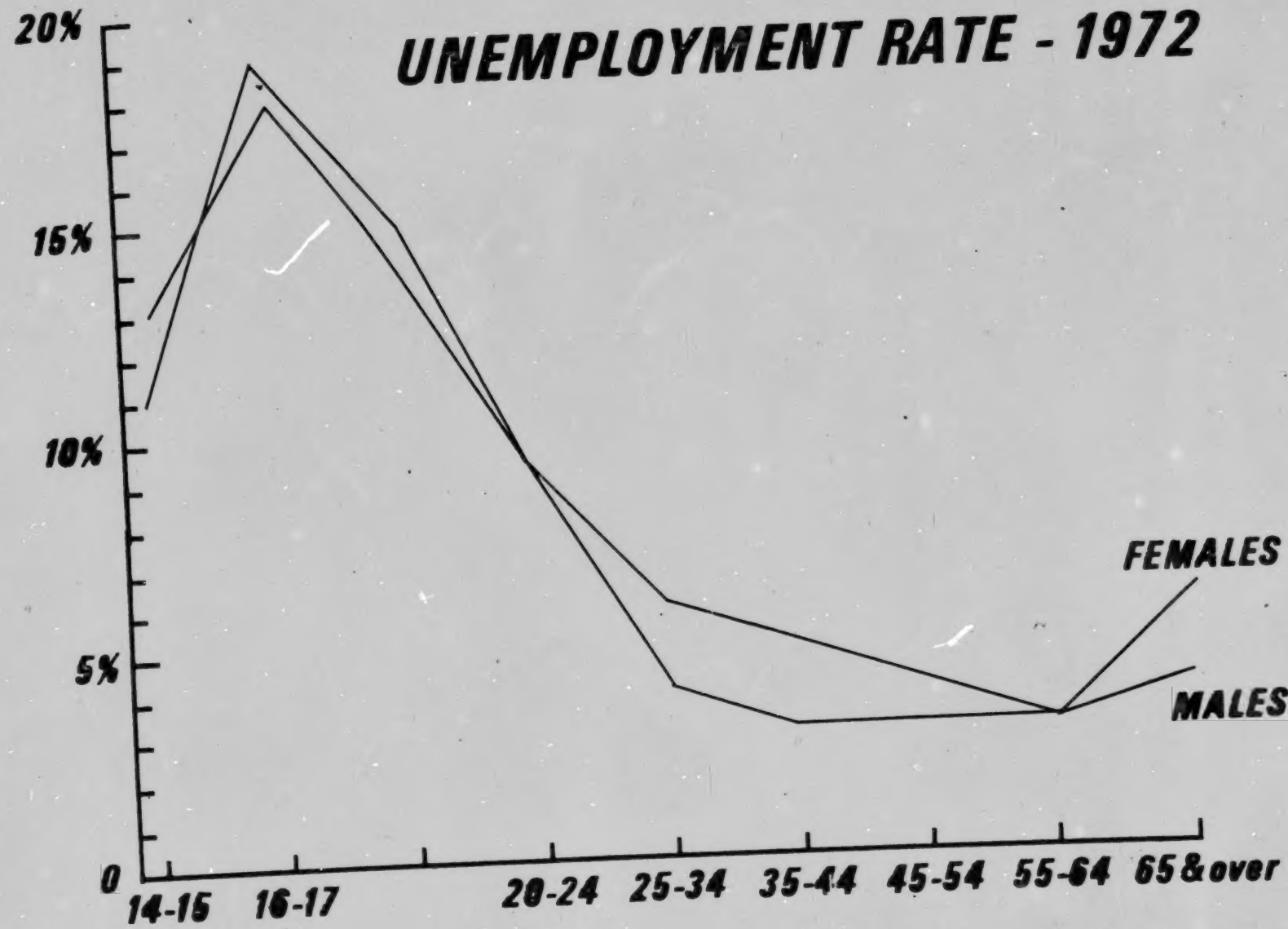
Table 14

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COMMENTARY FOR THE CHOICE IS YOURS SLIDE SET

Slide 1 Women make a number of important choices in their lives. . . what type of courses to take in school, whether to get married, whether to have children, whether to work. The more women can learn about the options in life, the better decisions they can make.

Slide 2 After the age of 17, there are many more males than females in school. This includes all types of schools -- colleges, professional and technical training, apprenticeship programs, and so forth. Women are not receiving the advanced training they need to be promoted to higher-level jobs.

Slide 3 Although women receive slightly more than half of the high school diplomas, they receive only 40% of the Bachelor's degrees, 34% of the Master's degrees, and a paltry 12% of the Doctorates.

Slide 4 Many teenage girls get married. 28% are married before the age of 20, and over half are married by the time they are 22. Some teenage brides marry because they are pregnant; half of them have a baby within 8 months of their marriage. The tragedy is that teenage marriages are very unstable; half of them break up within 5 years.

Slide 5 Through the high school years, girls' career aspirations change to occupations more compatible with marriage and motherhood. Fewer girls want to work in the natural sciences, professions or office work, while more are interested in being teachers and housewives.

Slide 6 Seventy years ago, women spent a large proportion of their lives raising their children. In 1900, the average woman lived only 10 years after her children were grown up. In 1970, the average woman has a smaller family and consequently has 45 years to live after her children have grown.

Slide 7 The number of women working has continued to rise since 1940, largely due to the greater numbers of older women who go back to work after their children have grown. Today, 4 out of 10 workers are women, 3 out of 5 women workers are married, and 2 out of 5 women workers have children under the age of 18. Greater numbers of married women and women with young children are working than ever before.

Slide 8 In all age groups under the age of 65, 4 out of 10 women are working. The red line shows the stage at which half of the women are working. In three age groups, over half of the women work.

Slide 9 This table shows that some occupations are largely dominated by men, while others have mostly women workers. One-third of all employed women are clerical workers--typists, stenographers, and file clerks. The next largest group are service workers--waitresses, cooks, and nurse's aides. Professional and technical workers include a large number of women, of whom over half are teachers. Women are also operatives, mainly in factories, and private household workers. In most of the higher-status occupations such as professional and technical workers, managers and officials, and craftsmen and foremen, men hold over half of the jobs.

Slide 10 On the average, women earn three dollars for every five dollars earned by men with similar jobs. The difference in pay is greatest for sales workers; women earn less than half of the amount that men receive in sales work. The occupations with the lowest differences between men and women are clerical work and professional and technical work.

Slide 11 Women also earn less than men with the same amount of education--about three dollars for every five dollars that men earn. A man who has completed less than 8 years of school earns more than a female high school graduate, while a male high school drop-out makes a higher salary than a female college graduate.

Slide 12 Contrary to the popular belief that women work to earn spare cash for luxury items, 70% of all employed women work to support themselves and their families. Only 30% of all female workers have husbands who earn more than $7,000 a year.

Slide 13 Because women earn less than men, families headed by women are more likely to be poor. Four times as many poor families--both white and minority races--are headed by females than are headed by males.

Slide 14 There is some evidence that women have a harder time finding jobs than men. Females aged 16 and over have a higher rate of unemployment than men, especially after the age of 25. Girls between the ages of 14 to 15 have a slight advantage over boys in finding work.

Slide 15 The more children a woman has, the less her chances of working outside the home are. Nearly half (42%) of those women with no children work, while only 21% of the women with 2-5 children work. None of the women with 8 or more children work.

Slide 16 Women still assume most of the responsibility for household chores. A recent survey showed that women spent 5-8 hours a day in household work. Their husbands spent about an hour and a half daily, while the children spent one hour daily. Husbands and children worked the same amount of time whether or not the wife was employed.

## SOURCES OF INFORMATION

## THE CHOICE IS YOURS SLIDE SET

Slide 1 The Choice Is Yours -- title slide

Slide 2 School Enrollment--1970:
PC(2)-5A, School Enrollment, 1970 Census of Population, U.S. Dept. of Commerce.

Slide 3 Educational Attainment:
Roby, Pamela, "Structural and Internalized Barriers to Women in Higher Education", in Safilios-Rothschild, Constantina (ed.), Toward a Sociology of Women (Lexington, Mass.: Xerox College Publishing, 1972), p. 121.

Slide 4 Teenage Marriages:
PC(2)-4C, Marital Status, 1970 Census of Population, U.S. Dept. of Commerce.

"Teenagers: Marriages, Divorces, Parenthood, and Mortality", Vital and Health Statistics, Series 21, No. 23, p. 19.

"Discussion Guide" to filmstrip "And They Lived Happily Ever After?", Guidance Associates, Pleasantville, N.Y. 10570, p. 12.

Slide 5 Career Aspirations--Females:
Astin, Helen, "Stability and Change in the Career Plans of Ninth Grade Girls", Personnel and Guidance Journal, 46:10 (1968), p. 961-66.

Slide 6 Average Period Devoted to Raising Children:
Sullerot, Evelyne, Woman, Society and Change (New York: World University Library/McGraw-Hill Book Co., 1971), p. 75.

Slide 7 Women in the Labor Force--1972:
Women's Bureau, U.S. Dept. of Labor, "Highlights of Women's Employment and Education," (Washington, D.C.: U.S. Dept. of Labor).

Slide 8 Working Women--1970:
PC(2)-6A, Employment Status and Work Experience, 1970 Census of Population, U.S. Dept. of Commerce.

Slide 9 Occupations--1968:
Women's Bureau, U.S. Dept. of Labor, 1969 Handbook on Women Workers, Bulletin 294 (Washington, D.C.: U.S. Dept. of Labor, 1969), p. 93.

SOURCES OF INFORMATION (cont.)

Slide 10 Average Weekly Income/Occupation--1970:
P-60, No. 80, Current Population Reports (Washington, D.C.: Bureau of the Census, U.S. Dept. of Commerce).

Slide 11 Average Weekly Income/Education--1970:
P-60, No. 80, Current Population Reports (Washington, D.C.: Bureau of the Census, U. S. Dept. of Commerce).

Slide 12 Most Women Work Because of Economic Need--1968:
"Changing Patterns of Women's Lives", slide set produced by the College of Human Ecology and the Women's Studies Dept., Cornell U. (Available through the Film Center, Dept. of Communication Arts, Roberts Hall, Cornell U., Ithaca, N.Y. 14850).

Slide 13 Poverty is Highest in Families Headed by a Woman Worker:
"Changing Patterns of Women's Lives" slide set (see description for Slide 12).

Slide 14 Unemployment Rate--1972:
U.S. Dept. of Labor, Manpower Report of the President (Washington, D.C.: U.S. Government Printing Office, 1973), p. 147.

Slides 15 and 16 of "The Choice Is Yours" are not reproduced in this kit. Both are from the "Changing Patterns of Women's Lives" slide set described in Slide 12.

Slide 15 Wives Outside Work/Number of Children

Slide 16 Family Household Work

REQUIRED AUDIO-VISUAL MATERIALS -- HIGHLY RECOMMENDED

Subject Area: Roles of Women

Title: SEX STEREOTYPING AND THE SCHOOLS

Format: 62 color slides, 1 tape cassette, written description and transcript of the audio portion.

Length: 16 min.

Distributor: Photography-Cinema
The University of Wisconsin-Extension
45 North Charter St.
Madison, Wisconsin 53706

Cost: Sale $20; no rental arrangements available but can be ordered on approval.

Synopsis: A teenage girl discusses how girls are conditioned to be mothers and housewives, giving examples from nursery rhymes and elementary school textbooks. The narrator describes how high school girls are discouraged from taking shop courses or from participating in athletics and points out how women are not preparing themselves for responsible and challenging jobs. Although it is now recognized that nine out of ten girls will work 20-25 years of their lives, the schools are not preparing girls for careers outside of the home, the narrator argues.

Comments: This slide/tape set was made by two teenage girls and should therefore be appropriate for other teenagers. However, the creators were wise beyond their years, for this is a highly professional set. The slides are varied, colorful and interesting; the audio portion is lively and well-integrated with the slides. The content is matter-of-fact, factually accurate, and touches on several major issues. Well worth the $20 and shouldn't be offensive, except to hardened sexists.

OPTIONAL AUDIO-VISUAL MATERIALS -- HIGHLY RECOMMENDED

Subject Area: The Status of Women (general)

Title: WOMEN: THE FORGOTTEN MAJORITY

Format: 2 color filmstrips with 2 12" records and a Teacher's Guide

Length: 28 min. (Part I: 15 min; Part II: 13 min.)

Distributor: Denoyer-Geppert Audio-Visuals
5235 Ravenswood Ave.
Chicago, Ill. 60640

Telephone: (312) 561-9200

Cost: $34 plus shipping charges; no rental copies available but will be sent on approval.

Synopsis: "Beginning with a recounting of the historic August 26 march down Fifth Avenue, 'women: The Forgotten Majority' outlines the key issues of the Women's Liberation Movement (WLM). But this is not a filmstrip made expressly for women, a point Ms. Steinem [the narrator] makes early in the text. What women are talking about is a humanist revolution that would free men as well from their unjust roles. Women's Liberation means Men's Liberation, too, and movement women are quick to point out that you cannot have one without the other. The filmstrip captures what is perhaps the most exciting aspect of the women's movement--the emerging sisterhood among women who had once very little in common. . . Excerpts from actual 'rap' sessions provide insights into the technique of consciousness-raising, the heart of the movement." (Denoyer-Geppert)

Comments: The most balanced and informative overview of the issues involved in women's liberation we found. It packs a lot into 28 minutes, and the variety of speakers and points of view should keep most students interested. A good discussion starter. A few words of caution: there is little mention of non-professional women workers. Also, there are statements of questionable accuracy: that the best women's college is not as good as the worst men's college and that women survived concentration camps in greater numbers because they are more durable.

OPTIONAL AUDIO-VISUAL MATERIAL -- RECOMMENDED

Subject Area: The Status of Women (general)

Title: THE SILENCED MAJORITY: A WOMEN'S LIBERATION MULTIMEDIA KIT

Format: 5 color filmstrips with 5 12" records or tape cassettes; includes includes a discussion guide, poster and stickers.

Length: Each filmstrip 9-19 min; total time 65 min.

Distributor: Media Plus Inc.
60 Riverside Drive, Suite 11D
New York, N.Y. 10024

Telephone: (212) 873-5543

Cost: No rental available; may be purchased on approval. The program with records costs $75; with cassettes the cost is $85.

Synopsis: "A multimedia program for all ages, 'The Silenced Majority' surveys women's struggle in America from both an historical and a present-day point of view, and pinpoints the position of women today in relation to the home, employment, the law, education, and the media. Presenting the story of women's rights in a wide variety of graphic techniques--photographs, collages, cartoons, comic strips, ads (all in full color)--the five-part sound-filmstrip program uses a vivid musical commentary to underscore the narration by television personality Arlene Francis." (Media-Plus Inc.)

Comments: Not seen by Cornell researchers. The discussion guide was well-written and raised some interesting issues. The discussion on abortion is outdated; however, most of the contents appear to be factually correct.

OPTIONAL AUDIO-VISUAL MATERIALS -- RECOMMENDED

Subject Area: The Status of Women (general)

Title: WOMEN'S LIB--FROM WHAT, FOR WHAT?

Format: Black-and-white film

Length: 30 min.

Distributor: Association-Sterling Films
600 Grand Avenue
Ridgefield, N.J. 07657

Cost: Rental $10 per day.

Synopsis: "Deals with all the issues making today's headlines: power structure, job discrimination, child care, the black woman, the vote. Marya Mannes, writer and TV personality is the moderator." (National Board of YWCA)

Comments: This film was rather disappointing. It turns out to be a panel discussion of five women discussing issues related to women's liberation. The discussion is on a fairly erudite level, and I found myself getting bored and tuning out. The speakers seem to deal in generalities and opinions, and each topic gets only a cursory review. The technical quality is mediocre at best (camera shakes occasionally). However, the panelists are in themselves interesting people, and one black woman steals the show with her vivid description of the problems black women face.

OPTIONAL AUDIO-VISUAL MATERIALS -- RECOMMENDED

Subject Area: Health

Title: TO PLAN YOUR FAMILY

Format: Color film.

Length: 15 min.

Distributor: Churchill Films
662 N. Robertson Boulevard
Los Angeles, Calif. 90069

Cost: Sale $180. Can be rented from State University of New York at Buffalo, Syracuse University, Boston University and others; rental prices not given.

Synopsis: "This is a frank discussion of woman's reproductive system and of the most common methods of contraception, stressing the pill and IUD. Side effects and irrational fears are discussed. The animation and the interviews with women using contraceptives are geared to be understood by persons with all levels of education. Particularly useful in clinics." (Churchill Films)

Comments: Not seen by Cornell researchers.

# UNIT II

## ROLE OPTIONS FOR WOMEN

BEING SINGLE

MARRIAGE

BEING A MOTHER

WORKING

INDEPENDENT ACTIVITIES

# UNIT II ROLE OPTIONS FOR WOMEN

## Objectives

1. To discuss the various role options and combinations of roles open to women, and to point out the advantages and disadvantages of each.
2. To recognize the need for women to have interests and activities outside of the home.
3. To demonstrate that women cannot always find the time and energy to fulfill all of the different roles expected of them.

## Being Single

Some women choose not to marry either because they value their independence or because they never find a man who is compatible. Other women find themselves single as a result of divorce, separation or widowhood.

More often than not, single women are far from the unattractive, embittered spinsters shown on television or in magazines. Most single women lead an active and stimulating life, since they are able to move to a new place, travel, or work in a challenging career without having to consider the needs and wishes of a husband.

The disadvantages of being single include: not having anyone to share experiences, worries and problems with; being excluded from the social activities of married couples; and loneliness. Many single women find it difficult to obtain credit or loans, and many employers are reluctant to promote single women or increase their salaries because they assume the women will get married and leave work.

## Marriage

In American society, there is a great deal of pressure on young women to marry. Parents send their daughters to dancing school, encourage them to go out on dates, and praise them for having boyfriends rather than

for good grades in school. Consequently, some girls marry before they are ready to make a long-term committment to one person and before they know what they really want out of life.

Any woman who is considering getting married should consider not only the immediate changes in her life style that marriage would bring but also the long-term effects on her development as a person and her attainment of important goals. Marriage offers the security of a close, long-term relationship, which is clearly defined and generally acceptable. Closeness can also be a disadvantage is either partner feels confined, unhappy or bored.

Young people typically experience a great deal of change during their teen years and early 20's. During this period, they are deciding who they are, what type of person they want to be, what kind of life they want to live, and what goals are most important to them. Those who marry before their ideas on these topics are fully formulated often have difficulty adjusting to the changes within themselves as well as to those of their partners. Half of all teenage marriages end within five years. (See Table 4) The article "Stopping Bad Marriages Before They Start" mentions some of the danger signals that may lead to an unstable marriage.

Some girls get married because of an accidental pregnancy. Half of all teenage brides become pregnant before their wedding. Marriage doesn't always solve the problem of being a young mother. The responsibility of caring for a baby leaves little time for the couple to get to know each other better or to adjust to married life. The expense involved in raising a child may pose a hardship for some couples or may cause them to be dependent on their parents. The filmstrip "And They Lived Happily Ever After?" discusses the problems of teenage marriages in more detail.

Housekeeping

Women have traditionally been responsible for most of the chores involved in maintaining a household, whether it consists of a couple or a large family. Some typical housekeeping duties include: cooking, cleaning floors, walls and other surfaces, washing dishes, sewing and mending,

washing and ironing clothes, scrubbing sinks and toilets, disposing of trash, shopping for food and other items, and running errands. All of these tasks are essential to the everyday functioning of a household, and yet family members do not contribute equally to such work. A recent study found that women spent 5 to 8 hours a day (depending upon whether they were employed) in household work, while their husbands spent about one and a half hours a day and their children spent one hour daily. Even when the wife worked, husbands and children did not increase their time spent doing housework.

Some women prefer to stay home and do housework, while others would rather spend their time at a job or pursuing some special interest. Either choice should be respected. In recent times, women have begun to feel that housework is unimportant and that their families don't appreciate their efforts to preserve a neat and orderly home environment. Women should point out that housekeeping, especially when combined with childcare, is hard work and often involves longer hours and more physical labor than a full-time salaried job. Each family should allocate housework in relation to its own priorities and capabilities rather than assigning most of the work to females. Most housekeeping chores can be performed equally well by males as well as females.

## Being a Mother

Childbearing is both a privilege and a responsibility. No women should have a child she doesn't want or can't care for properly. Having a child is an 18-year committment (at the least), since parents are required by law to provide for their children until they reach adulthood or become self-supporting. If someone offered you a job on the condition that you couldn't quit for 18 years, wouldn't you think carefully before accepting it?

Just as they feel pressured to marry, many women think that it is important to have children in order to achieve status among family and friends. Some women want children because they consider childbearing a natural function for women and an important purpose in life. Others have

a child in order to justify staying at home all day, to relieve boredom, or to brighten up an unhappy marriage. The article "Deciding Whether to Have Children" discusses the pros and cons of childbearing.

Some teenage girls become pregnant accidentally, usually because they use no contraceptives at all or because they rely on ineffective methods such as douche, rhythmn or withdrawal. Some girls adopt the attitude that "It can't happen to me", while others regard contraceptives as a bother or unromantic. As one expert says, "Hope is not a contraceptive method." To avoid pregnancy, you must either refrain from sexual contact or use effective contraceptives such as the pill, IUD, both condom and foam, or the diaphragm.

For well-adjusted and mature parents, having children can be a highly rewarding and fulfilling experience. There is a special joy in watching a child grow and in following his or her progress to adulthood. Children bring laughter and activity into a home. On the other hand, children are a big responsibility and can drastically change their parents' style of living. Since childcare duties are generally assigned to women, having one or more children can totally transform the pattern of a women's life. If she chooses to stay at home, she finds her day taken up with seemingly trivial tasks. If she wishes to work, she may find that employment opportunities and job advancement are restricted. If she becomes interested in independent activities such as volunteer work, reading or hobbies, she may find that she has little time and energy left for them. Women who have young children and who work must locate day care centers or babysitters for their children. Some women pay as much as half of their salary for childcare services; others share childcare duties with one or several neighbors.

In general, the more children a woman has, the less her chances of working outside the home. One survey showed that 42% of women with no children worked, while 21% of those with 2-5 children worked; none of the women with 8 or more children worked.

Working

Jobs can be exciting and challenging, or dull and boring. Some jobs have good salaries, others pay little. Some jobs offer many possibilities

for advancement, others are a dead-end. It all depends upon your qualifications and work experience, the area where you live, the type of company you work for, the people you work with, and the quality of your work. A job that is right for you may not interest your best friend.

As we have seen, most women work because they need the money. Work offers other benefits, such as the opportunity to meet new people and acquire new skills and knowledge. Some women find working a refreshing change of pace from staying at home, while others find that they have too little time to spend with their family and to keep up with housekeeping chores.

Some people think that a mother shouldn't work because her children will be adversely affected by her absence for several hours each day. Studies have found little difference between children of working and non-working mothers. Generally, if a mother is happy and active, her child or children will be well-adjusted and content.

## Independent Activities

"Independent activities" is a catch-all phrase for any special interest, project or activity. Examples of independent activities would include: volunteer work, hobbies and crafts, reading, sports and exercise, gardening, political work, adult education classes, dancing, music, art and drama. It is important for women to do things that they enjoy and that make them feel valuable as persons. Some women become so absorbed in the daily routine of their lives that they lose interest in the outside world. In their efforts to be good wives and mothers, women often put aside their own interests and pleasures in order to do things for others. When their children grow up and leave home, some women feel that their lives have lost all purpose because they have little to occupy their time. Independent activities can sometimes help a person through difficult or troubled times by keeping him or her busy and mentally alert.

The articles entitled "Operation: Mudpie" and "The Old Bus That Could. . . And Did!" describe the experiences of some women who have done outstanding work for their communities while staying at home to care for their children.

Discussion Questions

1. What are the advantages of being single? Of being married? What are the disadvantages of each?
2. Is housework a full-time job?
3. How old should a woman be before she has children?
4. How does having a child affect a woman's career plans?
5. Do most people have children for selfish reasons?

Supplementary Reading

"Stopping Bad Marriages Before They Start" article
"Deciding Whether to Have Children" article
"Operation: Mudpie" article
"The Old Bus That Could...And Did!" article

REQUIRED AUDIO-VISUAL MATERIALS -- HIGHLY RECOMMENDED

Subject Area: Marriage

Title: AND THEY LIVED HAPPILY EVER AFTER? UNDERSTANDING TEENAGE MARRIAGE

Format: 2 filmstrips with 2 12" records or 2 tape cassettes; includes discussion guide

Length: Part I: 20 min.; Part II: 21 min.

Distributor: Guidance Associates
41 Washington Ave.
Pleasantville, N.Y. 10570

Cost: No rental terms available but can be obtained on 30-day approval. Cost for 2 filmstrips with 2 records is $37.50; cost for 2 filmstrips with 2 tape cassettes is $41.50.

Synopsis: "Identifies major reasons for teenage marriage: pregnancy, escape from home, sexual guilt, the draft, group status, 'drifting into marriage'. Considers handicaps of early marriage: economic stress, educational limitation, financial and emotional dependence on parents. Explores influence of social custom, religion. Teenagers and marriage 'veterans' describe their experiences and plans; create identification; stimulate group dialogue." (Guidance Associates)

Comments: The pretest panel of students rated these filmstrips highly. Their realistic account of the problems of teenage marriages is a welcome relief from the general pressure teenage girls feel to have a steady boyfriend and to get married. We suggest that the two filmstrips be shown on two separate days, since 41 minutes of hearing about problems makes them seem repetitive. Warning: the hair and clothing styles are a bit outdated, and the marriage counselor comes across as didactic. And, of course, the draft is no longer a reason for getting married. However, these shortcomings didn't bother the pretest group.

OPTIONAL AUDIO-VISUAL MATERIALS -- HIGHLY RECOMMENDED

Subject Area: Role Options for Women (general)

Title: GROWING UP FEMALE: AS SIX BECOME ONE

Format: Black and white film

Length: 60 min.

Distributor: New Day Films
P. O. Box 315
Franklin Lakes, N.J. 07417

Telephone: (201) 891-8240

Cost: Rental $60; Sale $375

Synopsis: "Growing Up Female: As Six Become One shows the socialization of the American women through a personal look into the lives of six females. Their ages range from 4 to 35, and their backgrounds vary from poor black to upper-middle class white. We see in action how many forces shape them: their parents, teachers, guidance counselors, the media and advertising, pop music and the institution of marriage. It is a compelling film that demands one to respond." (New Day Films)

Comments: This is a very moving film. The ironies of women grooming themselves to fit stereotyped roles and struggling to maintain some sort of self-image cannot be ignored. This film may be too subtle for high school audiences; however, many of the issues raised could be brought out in discussion. For example, there is the guidance counselor telling a student that a wife should do all the menial tasks around the home so that her husband can devote all his efforts toward furthering his career. The class could discuss whether they feel this is equitable, especially if the wife is also holding down a full-time job. The film comes in two reels and could be shown on two separate days.

OPTIONAL AUDIO-VISUAL MATERIALS -- RECOMMENDED

Subject Area: Role Options for Women (general)

Title: THE WOMEN'S FILM

Format: Black-and-white film

Length: 50 min.

Distributor: Women's Film Co-op
200 Main Street
Northampton, Mass. 01060

Telephone: (413) 586-2011

Cost: Rental $50.

Synopsis: "A documentary which gives real insight into the guts of the Women's Movement as we see women of different races, backgrounds, jobs, talk about their lives. The women are real--they are not idealogues, they do not rely on rhetoric rather than experience, they speak from their hearts. While each woman's awakening to her own past, present and future is distinct, the film gives a sense of how their history and ours is linked. The most moving film on Women's Liberation that we've seen. It is brilliantly and beautifully made. P.S. This film was made a while back. Since then, the Women's Movement has grown in ways that make this still very worthwhile film seem a bit dated. The absence of lesbians is conspicuous." (Women's Film Co-op)

Comments: Not seen by Cornell researchers.

# ROLE CONFLICT GAME

This game is intended to show students some of the problems women face in attempting to combine the roles of wife, mother and worker. The players draw cards which given them a hypothetical marital status, number of children, work status, and number of childcare hours per week. Each player then plots out a schedule for 6 days at 12 hours a day, allowing additional time for housework, shopping, and meal preparation. Duties can be assigned to a husband (if married) or to children, and each player can devise alternative solutions to either omit or accomplish tasks such as childcare, housework, shopping or meal preparation. After each player has completed a 6-day schedule, she describes her situation to the class and tells how she spends her time during a typical day. Students should be encouraged to add fictitious details to make the situation more realistic. For example, students may wish to leave spare hours on Friday and Saturday nights to go out, or reserve time on weeknights for watching television or doing some special interest such as bowling or sewing. Other students in the class can ask questions about each player's schedule, thus requiring the player to improvise answers. After each player has discussed her schedule, each player draws two cards which either provide additional time to her or subtract time by adding other tasks or activities to her schedule. If the situation described does not apply to that particular player (such as a childless woman losing time because of a sick child), she can disregard it. Each player then discusses how her schedule has been altered by the two cards.

This game is designed for six players but can be adapted to any number. Our test set was constructed from five pieces of colored cardboard. Strips were cut to approximately 2 1/2" by 7", and a black felt-tip pen was used for the lettering. The pieces are as follows:

Marital Status (yellow): Single, Divorced, Widowed, Married, Married, Married
Number of Children (green): 0, 1, 2, 3, 3, 4
Work Status (blue): No Work, No Work, Work 15 hours per week, Work 15 hours per week, Work 40 hours per week, Work 40 hours per week
Childcare hours available per week (red): 0, 10, 15, 40, 40, 45
Gain or Loss of time (orange): +1 hour--You take the family out to dinner; +2 hours--You decide to do some house cleaning jobs every other week; +3 hours--Your neighbor goes shopping for you; +3 hours--Your sister comes to visit; -1 hour--Your stove needs to be repaired; -2 hours--Friends come to visit; -2 hours--You help organize the church fair; -2 hours--Time out for reading; -3 hours--You watch television; -3 hours--You volunteer for Red Cross work; -5 hours--Your child is sick.

Each player will need a copy of the directions and the blank schedule. Estimated time for playing the game is 30 minutes, though it may take longer if there is a great deal of discussion or if additional players participate.

# ROLE CONFLICT GAME

DIRECTIONS: Each player draws one card from each of the yellow, green, blue and red piles. The yellow card tells you whether you're married or not, the green card tells you how many children you have, the blue card indicates whether you work or not and how many hours a week you work, and the red card tells you whether you have a childcare center or babysitter available and for how many hours a week your children are cared for (if you have any children). Some situations may seem a bit improbable to you, such as being single and having 4 children, but any one of these combinations can and does occur in real life. Even if you feel that you would never be in such a situation, try to think about the problems a woman would encounter in this particular situation. The purpose of this game is for you to discuss what you would do if you were in this situation.

With the four cards in front of you, take out the schedule on the following page. It covers six days of the week, Monday through Saturday, 12 hours a day, from 8 a.m. to 8 p.m. Your goal is to fill in all the hours during which you must do necessary tasks such as working, housework, shopping and cooking supper. First, you should fill in the hours you work from the blue card; 40-hours a week jobs are usually from 9 a.m. to 5 p.m. Monday through Friday, but you can change these hours if you can invent a job that requires different hours (for example, a late-night factory shift). Secondly, allow 5 hours for housework (cleaning the house, doing laundry, washing dishes, etc.) and 3 hours for shopping, running errands, taking your children to meetings, etc. Next, allow 1 hour each evening for cooking supper. If you wish, you can assign any or all of these tasks (except working) to a husband or children if you have them; space is provided for this at the bottom of the schedule. If you feel that you can do housework or shopping in less time than is allowed, you can reduce the number of hours if you can explain how you would accomplish the particular task. Also, in real life, people spend a lot of time doing things such as talking to other family members, watching TV, entertaining friends, window-shopping etc. so you should be careful not to fill up your schedule too much. If you have particular activities or interests which you do regularly, such as going out to the movies, bowling, sewing etc., you should try to make time for them. Also, if you have children, you will want to think about childcare arrangements while you are out of the house working, shopping, visiting friends and relatives etc.

When you're all finished with your schedule, you will be asked to describe your life style to the other students. Tell them whether you're married, how many children you have, whether you work and for how long, and whether you have childcare services available. Describe a typical day. Is there any spare time left over? Do you have time to spend with your husband and children (if you have them)? If you don't work, explain how you will spend your days. If you do work, do you have enough time to get ready for work and to travel to and from work? If you have children, do you have enough childcare hours? If not, how would you provide for your child/children's care when you're not at home? You can make up as many details as you need about yourself, your husband, your children, your job etc. to give the class a feeling for what a person in this make-believe situation would be doing.

When all the players have finished describing their schedules, each player draws two orange cards which indicate whether you've gained or lost time due to some unforseen circumstance. After making the necessary adjustments in your schedule, explain to the other students what the cards said and how you changed your schedule. If any of the cards do not apply to you, you can disregard them; for example, if the card has to do with children but you have no children, then you can ignore it.

SCHEDULE

ROLE CONFLICT GAME

| MONDAY | TUESDAY | WEDNESDAY |
|---|---|---|
| 8 | 8 | 8 |
| 9 | 9 | 9 |
| 10 | 10 | 10 |
| 11 | 11 | 11 |
| 12 | 12 | 12 |
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |
| 5 | 5 | 5 |
| 6 | 6 | 6 |
| 7 | 7 | 7 |
| 8 | 8 | 8 |

| THURSDAY | FRIDAY | SATURDAY |
|---|---|---|
| 8 | 8 | 8 |
| 9 | 9 | 9 |
| 10 | 10 | 10 |
| 11 | 11 | 11 |
| 12 | 12 | 12 |
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |
| 5 | 5 | 5 |
| 6 | 6 | 6 |
| 7 | 7 | 7 |
| 8 | 8 | 8 |

HUSBAND AND/OR CHILDREN

Duties Hours

## SPEAKERS ON ROLE OPTIONS

In order for students to see how various role options operate in real life, two to four women should be invited to speak to the class. They should be women from the local community--anyone whom you or the students know who is willing to come to the class and talk honestly about her life and her past experiences. If possible, you should try to get women with a variety of life styles--single women, married women, housewives, working women. They should be in their mid-twenties or older.

Each speaker could be asked to speak for 10 minutes or so, giving a brief description of her experiences growing up, the various activities she has been involved in since high school, and her attitudes toward marriage, childbearing and working. She should mention whether she felt that the decisions she made were the right ones, or if she felt that she should have done certain things differently. Then, some time should be allowed for the class to ask questions or to comment on anything the speaker has said. The speakers might want to discuss some issues among themselves, or to point out where they disagree with another speaker's views.

# UNIT III

## SELF-AWARENESS

GETTING TO KNOW
AND LIKE YOURSELF

BEING AN INDIVIDUAL

ESTABLISHING LIFE-LONG
GOALS AND PRIORITIES

DEVELOPING SPECIAL
INTERESTS AND ACTIVITIES

PLAYING THE
"FEMININE" ROLE

## UNIT III SELF-AWARENESS

### Objectives

1. To emphasize that each girl is an individual and should not act in a contrived or stylized way.
2. To encourage students to get acquainted with themselves.
3. To promote the establishment of life-long goals and priorities.

### Getting to Know and Like Yourself

Many women seem to have low opinions of themselves. They don't consider themselves very capable or very good at solving problems. They are unsure of themselves, hesitant, and constantly worried about the impression they are making on others. Our society places such a high value on women's appearance that women who are not beauty-contest material feel inferior and imperfect. They worry that they are too short or too tall, too thin or too fat, or that their hair is too curly or too straight. Instead of being happy with themselves as unique individuals, many women indulge in a kind of self-hate.

Teenage girls seem particularly self-conscious about their appearance. Some are worried that no one will like them if they have a blemished complexion, or if they don't wear the latest fashions. The truth is that most people will like you for yourself--your personality, the kind of person you are, whether you have interests or experiences in common, whether you are enjoyable to be with, whether you are a good friend. People who judge others solely on the basis of appearance tend to be shallow and superficial, not the sort of friends you'd want anyway.

The best advice anyone can give you is to <u>be yourself</u>. Act naturally, and treat others the way you would want them to treat you. Get reacquainted with yourself. Get to know your strengths and weaknesses, your likes and dislikes, your particular interests and habits. Everyone has qualities which he or she would like to improve as well as those which are admired by others. Try to think on the positive side. Instead of wishing that you

were beautiful or slim, think about all of the good things you have going for you. Don't put yourself down, and don't let other people, especially males, put you down for not being perfect, or the type of person they want you to be. Get to know and like yourself, and you'll be happier for it.

## Being an Individual

In high school, it's easy to stay within a small group of friends. After a while, the group establishes a regular pattern of activities, such as going to certain dances or having parties. Because you want to belong to the group and get along with everyone, there is a tendency to wear the same type of clothes, to talk the same way, and to accept the values of the other members of the group. If you don't agree with the others, you probably don't say so, or you try to give subtle hints rather than really saying what you think.

Doing everything that the group does and agreeing with your friends' opinions won't help you much in later life when you have to make up your own mind. If your friends don't like your boyfriend because he's not popular or from a different crowd, but you like him because he's easy to talk to, decide for yourself. You may want to get other people's opinions before coming to any conclusion, but don't let other people rule your life for you. It's your life, make the most of it.

## Establishing Life-long Goals and Priorities

Women have a tendency not to plan further than a year or two ahead of the present. In the back of their minds, they think that they might get married and that their fiancé or husband might want to move away or might object to their being in school or working. Since there is always this vague uncertainty, young women put off taking special courses or entering on-the-job training programs which might help them to advance to higher-paying jobs. Many women also don't formulate ideas about what sort of life style they would like to lead, where they would like to live, and

what sort of friends they would like to have. They assume that their husbands will decide such matters for them and that they will have to accept whatever situation they find themselves in. Therefore, women's plans for the future have generally been vague and uncertain, highly subject to change in accordance with the wishes of future husbands.

Those women who do think ahead to the future sometimes choose careers that can be combined with raising children and doing housework. They may eliminate jobs of greater interest and suitability in order to fulfill their family obligations. Some women willingly make this compromise, while others feel that they would have been happier selecting a more challenging career.

It is important that each young woman decide for herself what her main goals in life are and what kind of life she wishes to lead. These may change from time to time, and she may wish to alter them to correspond to her life style and new interests. Every woman should be aware that she has a choice--she can get married or not, she can have children or not, she can be a housewife if she has a husband willing to support her. Sometimes her goals and interests might conflict, thus requiring a compromise or some sort of adjustment on her part. She may have to ask her husband or her child or children to compromise or to change their life style as well. Even if the solution is not entirely satisfactory, at least she will know that she made a conscious choice rather than letting others run her life for her.

## Developing Special Interests and Activities

As we've mentioned, it is important for women to have special interests and independent projects and activities. Such activities provide a change of pace, a sense of accomplishment, and a feeling of self-worth. Learning special skills, working independently, and gaining valuable experience may enable you to apply your special interests to a job. For example, if you like to sew, you could work in a fabric store or a boutique. If you enjoy growing plants, perhaps you would want to work in a greenhouse or a flower

shop. You may discover that you like working with children after helping out during story-telling hour at the local library. You may decide to become a swimming instructor after taking classes at the local YWCA. Look around you, and you are sure to find opportunities to broaden your horizons.

Playing the "Feminine" Role

Some girls feel that they must be quiet, well-mannered, weak and fragile in order to be "feminine." They don't go out for athletics or play sports in their neighborhood because they're afraid that boys won't like them if they appear to be strong and active. Some girls lie to boys about how well they did on a test or avoid arguing with a boy even though they know he's wrong so that they won't appear smarter than the boy. When girls deliberately try to play down their strength, their intelligence, or their ability, they are playing the feminine role rather than being themselves.

Boys play the masculine role too, since they are expected to be tough, aggressive, and confident. Boys have to cover up their interest in such traditionally "feminine" pursuits as cooking and sewing. However, on the whole, males fare slightly better than females, since they are permitted to become dress designers, chefs, interior decorators and hair stylists. Women are still not widely accepted in such "masculine" fields construction work, truck driving, and engineering.

Rather than adhering to a rigid definition of what is "feminine", girls should act naturally. If they want to play softball or basketball, they should be encouraged to do so. If they prefer to go hiking rather than staying at home sewing, so be it. Girls should not select school subjects or decide on potential jobs on the basis of whether they are "feminine" or "masculine" fields, any more than they should read books because they have colorful covers.

Discussion Questions

1. How important is appearance in your opinions of others and your choice of friends?

2. How can you decide what's right for you--in choosing friends, in deciding on a job, in pursuing a particular interest?
3. Should you "act dumb" to get a date with a guy you like?

## LIFE PLANNING EXERCISE

1. What are the three most important goals in your life, and when do you expect them to occur? (Examples of important goals are: finishing school, getting a particular job, living in your own home, getting married, having a baby, not having to work, losing 10 pounds etc.)

| Goal | Years from Now |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

2. What will you be doing five years from now?

_____

_____

Ten years from now?

_____

_____

Analysis

Question 1 -- How far ahead are you looking? How realistic are your goals? Are you doing anything now that will bring you closer to achieving your goals?

Question 2 -- Did you have trouble looking this far ahead? Are you happy with the future you have planned?

REQUIRED AUDIO-VISUAL MATERIALS -- HIGHLY RECOMMENDED

Subject Area: Self-awareness (general)

Title: ANYTHING YOU WANT TO BE

Format: Black-and-white film

Length: 8 min.

Distributor: New Day Films
P. O. Box 315
Franklin Lakes, N.J. 07417

Telephone: (201) 891-8240

Cost: Rental $15; Sale $100.

Synopsis: " 'Anything You Want to Be' humorously depicts the conflicts and absurdities that beset a high school girl. In her bid for class president, she finds herself running for secretary; in her desire to become a doctor, she leaves the guidance office convinced to be a nurse; her history book is mysteriously replaced by The Joy of Cooking. Coaxed by voices from TV, movies, and magazines, she mimics female stereotypes: the worldly sophisticate, the wholesome home-maker, the sexy 'chick', the sweet young thing, the imperious matron, and a harried housewife. The film raises questions and provokes thought rather than prescribing answers." (New Day Films)

Comments: While our pretest panel of students enjoyed this film, they didn't really see the irony of the star's dampened aspirations. The funky music and rapidly-changing images of this film should hold the students' attention. In class discussions, teachers should point out the problem of women trying to be many different people and settling for less than they originally wanted in life. Why were the girl's parents happier when she got married than when she graduated from high school? Why must women learn to cook and be experts at cooking? Why are women's choices in life dictated by their status as wives and mothers, while men never have to choose between home and career?

OPTIONAL AUDIO-VISUAL MATERIALS -- RECOMMENDED

Subject Area: Self-awareness (general)

Title: SOMETIMES I WONDER WHO I AM

Format: Black-and-white film

Length: 5 min.

Distributor: New Day Films
P. O. Box 315
Franklin Lakes, N.J. 07417

Telephone: (201) 891-8240

Cost: Rental $14; sale $85.

Synopsis: "A brief, succinct study of the conflict felt by a young housewife who dreams of the career she could have had. The camera's exploration of the woman's pensive face and the confined environment of her kitchen as she washes dishes, feeds her baby, and cleans up again underlines her hesitating contemplation of her life, her husband's feelings, the sensation that people only think of her as her husband's wife or her baby's mother, and the thought of what she will be like in 10 years. Soft guitar music provides a gentle accompaniment to this sympathetic portrayal of a woman's groping search for self-identity." (Booklist, American Library Association)

Comments: Not seen by Cornell researchers.

OPTIONAL AUDIO-VISUAL MATERIALS -- RECOMMENDED

Subject Area: Being an Individual

Title: JANIE'S JANIE

Format: Black-and-white film

Length: 25 min.

Distributor: Odeon Films, Inc.
22 West 48th St.
New York, N.Y. 10036

Cost: Rental $21.50; sale $250.

Synopsis: " 'Janie's Janie' documents a woman's discovery of her own strength and potential. The film shows a white New Jersey welfare mother talking about her life while she irons, cooks, cleans, smokes cigarettes, and minds the children. She tells how she came to realize she had a mind and a will of her own after kicking out the man she married to escape from her childhood home. After years of submission she has stopped being anyone's Janie but her own. She tells about the intense anger which prompted her to become active in the community. Now, having become herself, a solid person, she refuses to bow to any authorities. The film is low-keyed, allowing Janie's narrative to come across at full force." (Odeon Films)

Comments: Not seen by Cornell researchers.

OPTIONAL AUDIO-VISUAL MATERIALS -- RECOMMENDED

Subject Area: Self-awareness (general)

Title: YOUR PERSONALITY: THE YOU OTHERS KNOW

Format: 2 filmstrips with 2 12" records or 2 tape cassettes; includes discussion guide.

Length: Part I: 11 min.; Part II: 13 min.

Distributor: Guidance Associates
41 Washington Ave.
Pleasantville, N.Y. 10570

Cost: No rental copies available but can be ordered on 30-day approval. Cost for 2 filmstrips with 2 records is $37.50; cost for 2 filmstrips with 2 tape cassettes is $41.50.

Synopsis: "Part I focuses on peer definitions of personality and character. Young people discuss positive and negative personality traits, appearance and personality, self-belief and individuality. Part II explores effects of insecurity, impact of self-consciousness on personality, ways to master fears and check their influence on behavior. Contrasts realistic goals with self-frustrating ones; emphasizes the importance of openness to diversity in others; explains how self-discovery can lead to personality development." (Guidance Associates)

Comments: Not seen by Cornell researchers.

# UNIT IV

## CAREER DEVELOPMENT

PRESENT AND FUTURE
EMPLOYMENT NEEDS

VOCATIONAL TRAINING

JOB INVESTIGATION

JOB-SEEKING SKILLS

REMEDIES FOR
DISCRIMINATION

# UNIT IV CAREER DEVELOPMENT

## Objectives

1. To learn about possible jobs and vocational training
2. To find out more about jobs of particular interest
3. To learn how to go about finding a job and how to deal with the problem of sex discrimination

## Present and Future Employment Needs

Since more women are entering the labor market than ever before, openings in traditional "women's" occupations (teaching, clerical work and housekeeping) are being rapidly filled. While there is still a demand for clerical workers and housekeepers, young women should consider entering non-traditional occupations because many of these jobs pay higher wages and offer more opportunities for promotion. Entrance into male-dominated fields should not be as difficult today as it was in the past, since many companies have "affirmative action" plans which call for increased hiring of minorities and women. Furthermore, discrimination against women in hiring, promotion and provision of benefits is prohibited by the Equal Employment Opportunity Act, so qualified women should be able to find suitable jobs.

The booklet "Careers for Women in the 70's" lists many occupations in which there is a demand for workers. Among these occupations, the following do not require a college degree, although some specialized training beyond high school is generally necessary: technical work, including dental assistant and hygienist and medical laboratory workers; skilled trades, such as appliance serviceman, automobile mechanic, electrician, and television and radio service technician; clerical work including secretary, bookkeeper, accounting clerk, electronic computer operating personnel, cashier, claim adjuster, and library technician; sales work, especially for insurance agent, manufacturer's salesman, and real estate salesman; service work, including cosmetologist, hospital attendant, licensed practical nurse,

state police officer, and stewardess; and private household workers. The fields in which there is expected to be a decline in the number of workers are: farm work and work in payrolls and customer billing.

This brief listing does not cover all possible occupations. Your guidance counselor should be able to provide additional suggestions about possible jobs which match your interests and skills. The demand for various types of workers varies greatly from region to region as well as from urban to rural areas, so it would be wise to find out what the demand for specialized workers is in the area where you expect to be living. You may find that your interests change over the years or that work in your chosen field is not appealing to you once you take on a full-time job. Instead of thinking of a career as doing the same type of work for many years, you might think of it as having a series of inter-related jobs. Many women stop working when they have children and then return to work when their children have grown. Finding a suitable job is often difficult for older women who have little previous work experience and outmoded skills. Women who acquire some training and work experience before having children are usually in a better position to return to work later, though they too may require retraining before they resume work.

## Vocational Training

Most jobs require some kind of training or instruction, whether it is obtained on the job or through special courses. It is possible to start working at an unskilled job and work your way up by learning other jobs, but this is often a slow process. Some employers offer formal training programs or provide for on-the-job training so that you are paid while learning job skills. Generally, employers require applicants for training programs to have a high school diploma and to possess some aptitude for the work involved.

You can also acquire training through high school courses for a variety of occupations. Ask your guidance counselor for information about the courses offered in your area. Adult education courses offered in the evening and home study (mail) courses are also ways of obtaining vocational

training. Your local state employment service office can give you information about federally-funded training programs as well as apprenticeship programs which combine work with classroom instruction. The booklet "Job Training Suggestions for Women and Girls" gives more detailed descriptions of the various vocational training programs and the occupations they cover.

When you have decided on the type of work that interests you most, you should discuss ways of obtaining training with your guidance counselor or with the state employment service counselor. Also, when you are applying for a job, don't be afraid to ask the personnel interviewer about opportunities for training and promotion. Generally, those employees who show the initiative to apply for special training are more likely to be accepted in such programs. An employer is more likely to invest the time and money in training you if you show some promise as an enthusiastic and capable worker.

Job Investigation

With the help of your teacher and guidance counselor, make a list of all of the possible jobs open to high school graduates, including those which require special training. From this list, select three or four areas of work or types of jobs which interest you.

Then find out as much as you can about each of these occupations. What type of training is needed? What kind of skills and aptitude are required? Is it difficult for women to find work in this field? What are the prospects for advancement and salary increases? How likely is it for workers in this field to be laid off or fired? What salary, pension benefits, sick pay, vacation, and other fringe benefits are provided? What are the usual working hours? Is the work outdoors, indoors, sitting at a desk, standing, etc.?

If several members of the class are interested in a particular occupation, invite a person who has worked in that job for several years to come to speak to the class. Ask him or her any questions that come to mind, no matter how trivial they seem. Find out what the rewards and satisfactions of doing that particular job are, as well as the problems or annoyances.

Talk to other people who are doing jobs which you are considering. Keep in mind that you may have very different reactions to job situations than the people you talk with, but at least you will be prepared for some aspects of the job. Don't base your decisions regarding work on the opinions of one or two people. Find out as much as you can about a particular job and make up your own mind.

Job-seeking Skills

To find out which companies and organizations are looking for employees, read the want-ads in the local newspapers daily, visit your local state employment service office, talk to your guidance counselor, and telephone local businesses. When you hear of a suitable job opening, telephone the personnel office, state your qualifications, and ask for an interview. Be persistent. Don't give up if the interviewer asks you to call back later or tells you that several others have already applied for the job. Follow up all letters with a phone call. Don't wait for the employer to call you; someone else might get the job first.

Most companies have special application forms for job applicants. You should be sure to write down information regarding your qualifications and experience before you go for an interview so that you have all the facts and figures straight. For some jobs, you may wish to prepare a typewritten resumé (see sample resumé in this unit). Most applications require you to fill in your name, address, telephone number, Social Security number, age and marital status. Usually, you give the name and address of your high school and list any courses relevant to the job you are applying for. Be sure to mention any special training you have had and any special skills which may relate to the work. List all part-time and summer work, both paid and volunteer, as well as extra-curricular activities in school or youth groups.

When you go to the job interview, dress appropriately for the type of work involved. Be on time, if not early. Be ready to answer questions regarding your qualifications for the job and your reasons for wanting the job. Keep in mind that the employer is looking for someone who is honest,

dependable, interested in the work, and able to get along with others. If the employer says that they usually don't hire women for this particular job, you should reply that you are well-qualified for the job and capable of doing the job as well as a man. If the employer offers you a lower salary than male applicants, explain that you are doing the same job as a man and deserve the same salary. During the interview, you should remember to ask about salary and fringe benefits, normal working hours, vacation and sick leave, insurance and pension plans, and opportunities for promotion and training.

After the interview, you may wish to send a brief note to the employer, expressing your interest in the job and your appreciation for being granted an interview.

## Remedies for Discrimination

Women who feel that they have been discriminated against in relation to hiring, promotion, salary, fringe benefits or firing should be sure that those persons favored by the employer were not better qualified, more capable, or more productive. In short, you have to be able to produce some evidence that discrimination did occur.

In the case of hiring, it is often difficult to prove discrimination, since you generally don't know the qualifications of the other applicants. You could send a less-qualified male friend to be interviewed; if he was offered the job, you could then file a complaint with the Equal Employment Opportunity Commission (EEOC). For the address of your local EEOC office, write to: U.S. Equal Employment Opportunity Commission, Office of the General Counsel, 1800 G St. NW, Washington, D.C. 20506.

If you are working and feel that you have been discriminated against in some way, you may wish to discuss the matter with the personnel manager or with your supervisor. If you don't get any results, you may wish to file a complaint with the EEOC. The EEOC keeps all information furnished by employees confidential, and employers are not permitted to fire an employee who files a complaint. Nearly all equal-pay investigations are settled out of court, though some can involve lengthy and costly legal

suits. Women's groups and the American Civil Liberties Union also help with sex discrimination cases.

Discussion Questions

1. Why are some employers reluctant to hire women, especially women with children?
2. How can women improve their chances for employment?
3. Why bother complaining about sex discrimination?

Supplementary Reading

"Careers for Women in the 70's" leaflet
"Job Training Suggestions for Women and Girls" leaflet
"Why Not Be an Apprentice?" leaflet
"Why Not Be a Medical Technologist?" leaflet
"Everything a Woman Needs to Know to Get Paid What She's Worth" article
"Help Improve Vocational Education for Women and Girls in Your Community" leaflet
"Sample Resumé"

## SAMPLE RESUMÉ

COLLETTE S. BARWIND

ADDRESS: 640 Stewart Ave.
Ithaca, N.Y. 14850

TELEPHONE: (607) 256-6502 Evenings 5-10 p.m. best time to call

TYPE OF WORK DESIRED: Electrician's Helper

EDUCATION: H.S. diploma expected June 1974, Ithaca High School, Ithaca, N.Y. 14850 Courses included: General Mathematics, General Science, Drafting, and Bookkeeping.

Two-year course in Electricity at Tompkins-Seneca-Tioga Board of Cooperative Educational Services, 555 S. Warren Road, Ithaca, N.Y. 14850 Course included layout, installation and repair of wiring, electrical fixtures, apparatus, and control equipment.

WORK EXPERIENCE: Salesclerk, Woolworth Department Store, Green St., Ithaca, N.Y. 14850 Supervisor: Mr. Chester Freeman. Restocked shelves, kept inventory, and checked prices for customers. Part-time job, Sept.-Dec. 1973

Construction worker, Acme Building Co., Meadow St., Ithaca, N.Y. 14850 Supervisor: Mr. Jack Barwind Helped my father in construction of three houses; read blueprints, checked installation of wiring systems, ordered materials, and kept records. Summer job, June-Aug. 1973

EXTRA-CURRICULAR ACTIVITIES:

4-H Club work: member 4 years, Electricity project for 2 years. Gave demonstration on lamp wiring, repaired 3 household appliances, and wired set of stereo speakers. Received County Medal for Leadership.

Glee Club: member 2 years.

Girls' Basketball Team: Junior and Senior years

SPECIAL SKILLS: Able to read blueprints and assemble small electric motors.

## VOCATIONAL INTEREST SURVEYS
## RECOMMENDED FOR NON-COLLEGE-BOUND HIGH SCHOOL GIRLS

I. OHIO VOCATIONAL INTEREST SURVEY (OVIS)

Publisher: Harcourt Brace Jovanovich Inc.
757 Third Ave.
New York, N.Y. 10017

Publication Date: 1970

Grade Level: 8-12

Subject: Provides 24 interest scales using the Data, People, Things approach based on the Dictionary of Occupational Titles

Time Needed for Testing: 60-90 min., no time limit.

Scoring: Machine scoring only, each grade and sex scored separately.

II. KUDER PREFERENCE RECORD -- FORM E

Publisher: Science Research Associates Inc.
259 East Erie St.
Chicago, Ill. 60611

Publication Date: 1964

Grade Level: 7-12

Subject: Provides 10 interest scales: Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic, Literary, Musical, Social Science, and Clerical.

Time Needed for Testing: 45-60 min., no time limit.

Scoring: Hand or machine scoring available, each grade and sex scored separately.

REQUIRED AUDIO-VISUAL MATERIALS -- HIGHLY RECOMMENDED

Subject Area: Job Investigation

Title: JOBS AND GENDER

Format: 2 filmstrips with 2 12" records or 2 tape cassettes; includes discussion guide.

Length: Part I: 9 min.; Part II: 9 min.

Distributor: Guidance Associates
41 Washington Ave.
Pleasantville, N.Y. 10570

Cost: No rental copies available but can be obtained on 30-day approval. Cost of 2 filmstrips with 2 records is $37.50; 2 filmstrips with 2 tape cassettes cost $41.50.

Synopsis: "Lively in-depth interviews challenge stereotypes about 'men's work' and 'women's work.' Pat Korbet, a carpenter, discusses how she entered her trade, relations with co-workers, responsibilities as a mother, carpentry as a field for women. Robert Pratt, a nurse, talks about his humanitarian motives, increase in male nurses, clinical and administrative duties. Newspaper reporter Eleanor Kalter explains her start as a secretary, discusses training program, lingering professional discrimination, areas in which it's weakening. George Welch, studying to be an early childhood teacher and Alan Gordon, a kindergarten teacher, discuss their decisions to work with young children." (Guidance Associates)

Comments: These filmstrips bring up some of the problems as well as some of the benefits of entering work traditionally dominated by members of the opposite sex. The case-study approach is interesting, though the males seem to get more time. There is a brief pitch for equal opportunities for women and for childcare services. The pretest panel liked this better than a dreary catalog of different types of jobs, and they were impressed with the woman carpenter. Part II seems less relevant to non-college-bound students and could be omitted.

REQUIRED AUDIO-VISUAL MATERIALS -- HIGHLY RECOMMENDED

Subject Area: Job Investigation

Title: NEVER UNDERESTIMATE THE POWER OF A WOMEN

Format: Color film

Length: 18 min.

Distributor: Bureau of Audio-Visual Instruction
1327 University Ave.
Madison, Wisconsin 53701

Cost: Rental $6.50

Synopsis: "Part of a two-year experimental project to help move more women into a wider range of non-traditional skilled occupations in the state. Designed especially for viewing by management and labor, it shows Wisconsin women today successfully at work performing skilled jobs under conditions not typically associated with women's employment. At the same time it confronts a series of myths and misconceptions which perpetuate the low and narrow economic status of women. Its essential message is that employers are shortchanging themselves and society generally when they fail to consider women applicants for so-called 'men's work'." (Dept. of Apprenticeship Training, Dept. of Labor, Industry and Human Relations, Madison, Wisconsin)

Comments: A real eye-opener for me and for the panel of students--highly competent women in factory jobs, driving trucks and carrying heavy loads. The beginning is a bit dull, as employers and labor experts cite the advantages of hiring women in apprenticeship programs. But then interest picks up as they show woman after woman working. The films shows one woman at home with her two children and points out that she supports her family by working instead of being on welfare. Questions for discussion: Why would women want these types of jobs? (They're interesting, different from sitting at a desk all day, and many of them pay better than traditional women's jobs such as office work and housecleaning.) Are there any advantages to hiring women over men for

NEVER UNDERESTIMATE THE POWER OF A WOMAN (cont.)

these jobs? (The film said that women were no better, no worse than men. However, some women have better job attendance records and are more careful workers.) Teachers could point out that many industries have apprenticeship training programs which run from 3 to 5 years. Since many programs are supported by the U.S. federal government, discrimination in hiring is not permitted.

OPTIONAL AUDIO-VISUAL MATERIALS -- RECOMMENDED

Subject Area: Career Development (general)

Title: WORLD OF WORK SERIES (see separate listings below)

Distributor: McGraw-Hill Films
Sales Service Dept.
330 W. 42nd St.
New York, N.Y. 10036

Telephone: (212) 971-2343

Synopsis: This film series is aimed at the school drop-out or non-college bound graduate. "Rather than showing specific jobs, their duties and qualifications, these films deal with the 'world of work' in general. They show students how to decide what they want to do, based on such factors as their own interests and skills. In addition, they offer suggestions on how to get a job, how to avoid getting stuck in a menial-routine job, what to expect in an interview, and on-the-job training programs." (McGraw-Hill Films)

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Title: JOBS IN THE WORLD OF WORK: A GOOD PLACE TO BE
Format: Color film
Length: 12 min.
Cost: Rental $10; sale $160.

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Title: JOBS FOR MEN: WHERE AM I GOING?
Format: Color film
Length: 11 min.
Cost: Rental $10; sale $145.

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Title: JOBS FOR WOMEN: WHERE ARE YOU GOING VIRGINIA?
Format: Color film
Length: 11 min.
Cost: Rental $10; sale $150.

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WORLD OF WORK SERIES (cont.)

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Title: JOBS AND CONTINUING EDUCATION: ERNIE RODRIGUEZ HATES SCHOOL
Format: Color film
Length: 12 min.
Cost: Rental $10; sale $160.

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Title: JOBS AND INTERVIEWS: GETTING STARTED
Format: Color film
Length: 15 min.
Cost: Rental $12.50; sale $200.

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Title: JOBS AND THEIR ENVIRONMENT: ON THE JOB
Format: Color film
Length: 14 min.
Cost: Rental $12.50; sale $185.

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Title: JOBS AND ADVANCEMENT: ON THE MOVE
Format: Color film
Length: 13 min.
Cost: Rental $12.50; sale $175.

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Comments: Not seen by Cornell researchers. Our only reservation is that the series has separate films about jobs for men and women; throughout this curriculum we have stressed that women should look beyond those jobs traditionally reserved for females and should select jobs in relation to their own interests and capabilities rather than according to sex stereotypes.

OPTIONAL AUDIO-VISUAL MATERIALS -- RECOMMENDED

Subject Area: Job-seeking Skills

Title: JOB INTERVIEW: WHOM WOULD YOU HIRE? -- FILM A "THREE YOUNG WOMEN"

Format: Film available in either color or black-and-white

Length: 17 min.

Distributor: Churchill Films
662 N. Robertson Boulevard
Los Angeles, Cal. 90069

Cost: Sale: color $205; black-and-white $105. Can be rented from State University of New York at Buffalo, Syracuse University, Boston University and others; prices not given.

Synopsis: "Actual job interviews were photographed with a hidden camera. The viewers are asked to judge from the employer's point of view--'which of these real applicants would you hire--and why?' Designed to promote discussion about attitudes, goals, preparation for interviews and jobs--and to help young people see themselves as employers might see them." (Churchill Films)

Comments: Not seen by Cornell researchers.

## SPEAKERS IN JOBS OF INTEREST

When the class has narrowed down each individual's job preferences, you should determine which jobs are of most interest to the majority of students. Then, you should invite two to four men or women working in these jobs to talk to the class. The speakers should have worked at the job for several years and should be able to discuss both the advantages and disadvantages of the job. If you find that neither you nor the students know of suitable speakers, you could telephone local companies which hire workers of the type needed (or in similar jobs) and ask for volunteers or suggestions about possible speakers.

The format for class sessions should be similar to the previous class with outside speakers. Each speaker could speak for 10 minutes or so, describing what the job consists of, what a typical day is like, what the pleasures and rewards of the job are, and what some of the bad aspects of the job are. Then, the students could ask questions or comment on any of the issues raised. The students should be advised beforehand to be attentive to details concerning the worker's personal life and should find out whether the person is married and/or has children; if so, they should inquire into how the worker manages his or her family responsibilities and whether they conflict with work obligations at any time.

## ROLE-PLAYING GAME

One student plays the part of an elderly male employer who is hiring a high school graduate to be trained to interview new employees in his factory. The interviewer would have to learn about all aspects of the factory's work in order to hire the right people. The employer is looking for someone who is good at reading and writing, mathematics and bookkeeping. He wants to be sure that the person he hires will stay on the job for several years. He asks all applicants why they are interested in the job, whether they feel that they are qualified to be an interviewer, and how long they plan to stay on the job.

Applicant A talks constantly but hardly listens to the employer's questions. She says that she really needs a job because her parents refuse to buy her any more clothes, that she had a part-time job in a store but didn't like all that boring paper work and the manager breathing down her neck, and that her teachers gave her bad grades because she wore her skirts too short. She says that the factory must be a great place to work because she's seen so many cute guys there. She thinks that she'll work for a year or so, "if the right guy doesn't come along first."

Applicant B says that she is interested in a job with a good future and that she would like the opportunity to learn some new skills. She points out that her high school grades are fairly good and that two of her teachers are willing to write recommendations for her. She mentions that she is planning a career in personnel work and that this job would give her a good start. The interviewing job does not seem hard to her, since she has worked in a peer-counseling program at the local teen center.

Other students can take turns being the employer or the applicant. After listening to several interviews, take a vote on which applicant you would have selected for the job and discuss why you chose that individual.

RESOURCE LIST

Ahlum, Carol and Jacqueline M. Fralley, Feminist Resources for Schools and Colleges: A Guide to Curricular Materials (Old Westbury, N.Y.: The Feminist Press, 1973).

Allen, Pamela, Free Space: A Perspective on the Small Group in Women's Liberation (Washington, N.J.: Times Change Press, 1970).

Boston Women's Health Book Collective, Our Bodies Ourselves: A Book by and for Women (New York: Simon and Schuster, 1973).

Chapin, June R. and Margaret S. Branson, Women: The Majority-Minority (Boston: Houghton Mifflin Co., 1973).

Committee to Eliminate Sex Discrimination in the Public Schools, Let Them Aspire!: A Plea and Proposal for Equality of Opportunity for Males and Females in the Ann Arbor Public Schools (Ann Arbor, Michigan: Marcia Federbush, 1971).

Delora, Joann S. and Jack R. Delora (eds.), Intimate Life Styles: Marriage and its Alternatives (Pacific Palisades, Cal.: Goodyear Publishing Co., Inc., 1972).

Education Committee, National Organization for Women, Report on Sex Bias in the Public Schools (New York: Education Committee, NOW, 1973).

Emma Willard Task Force on Education, Sexism in Education (Minneapolis: Emma Willard Task Force on Education, Sept. 25, 1972).

Farber, Seymour M. and Roger H.L. Wilson, The Challenge to Women (New York: Basic Books, Inc., 1966).

Glazer-Malbin, Nona and Helen Youngelson Waehrer, Woman in a Man-made World: A Socioeconomic Handbook (Chicago: Rand McNally & Co., 1972).

Gould, Elsie M., American Woman Today: Free or Frustrated? (Englewood Cliffs, N.J.: Prentice-Hall, 1972).

Hole, Judith and Ellen Levine, Rebirth of Feminism (New York: Quadrangle Books, Inc., 1971).

Loheyde, Kathy, Annotated Bibliography of Career-relevant Literature at the Junior and Senior High School Level, mimeographed paper, Ithaca, N.Y.: Cornell Institute for Research and Development in Occupational Education, Dept. of Education, Cornell University, Dec. 1972).

Morgan, Robin (ed.), Sisterhood Is Powerful: An Anthology of Writings from the Women's Liberation Movement (New York: Vintage Books/Random House, 1970).

RESOURCE LIST (cont.)

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Safilios-Rothschild, Constantina, Toward a Sociology of Women (Lexington, Mass.: Xerox College Publishing, 1972).

Sullerot, Evelyne, Woman, Society and Change (New York: World University Library/McGraw-Hill Book Co., 1971).

Vetter, Louise and Barbara J. Sethney, Planning Ahead for the World of Work: Research Report Abstract, Teacher Manual, Student Materials, Transparency Masters (Columbus, Ohio: The Center for Vocational and Technical Education, Ohio State University, Dec. 1972).

Vetter, Louise and Barbara J. Sethney, Women in the Work Force: Development and Field Testing of Curriculum Materials (Columbus, Ohio: The Center for Vocational and Technical Education, Ohio State University, Dec. 1972).

Whelan, Elizabeth M. and George K. Higgins, Teenage Childbearing: Extent and Consequences (Washington, D.C.: Consortium on Early Childbearing and Childrearing, Jan. 1973).

Women's Bureau, U.S. Dept. of Labor, 1969 Handbook on Women Workers (Washington, D.C.: Women's Bureau, U.S. Dept. of Labor, 1969).